

1979

An Examination of Correlations Between Acquisition of Basic Speech Competencies and Supervisory Level, Salary, Self-Perceived Job Performance and Self-Perceived Job Satisfaction in Employment.

Carol Stein Hopson

Louisiana State University and Agricultural & Mechanical College

Follow this and additional works at: https://digitalcommons.lsu.edu/gradschool_disstheses

Recommended Citation

Hopson, Carol Stein, "An Examination of Correlations Between Acquisition of Basic Speech Competencies and Supervisory Level, Salary, Self-Perceived Job Performance and Self-Perceived Job Satisfaction in Employment." (1979). *LSU Historical Dissertations and Theses*. 3397.

https://digitalcommons.lsu.edu/gradschool_disstheses/3397

This Dissertation is brought to you for free and open access by the Graduate School at LSU Digital Commons. It has been accepted for inclusion in LSU Historical Dissertations and Theses by an authorized administrator of LSU Digital Commons. For more information, please contact gradetd@lsu.edu.

INFORMATION TO USERS

This was produced from a copy of a document sent to us for microfilming. While the most advanced technological means to photograph and reproduce this document have been used, the quality is heavily dependent upon the quality of the material submitted.

The following explanation of techniques is provided to help you understand markings or notations which may appear on this reproduction.

- 1. The sign or "target" for pages apparently lacking from the document photographed is "Missing Page(s)". If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting through an image and duplicating adjacent pages to assure you of complete continuity.**
- 2. When an image on the film is obliterated with a round black mark it is an indication that the film inspector noticed either blurred copy because of movement during exposure, or duplicate copy. Unless we meant to delete copyrighted materials that should not have been filmed, you will find a good image of the page in the adjacent frame.**
- 3. When a map, drawing or chart, etc., is part of the material being photographed the photographer has followed a definite method in "sectioning" the material. It is customary to begin filming at the upper left hand corner of a large sheet and to continue from left to right in equal sections with small overlaps. If necessary, sectioning is continued again—beginning below the first row and continuing on until complete.**
- 4. For any illustrations that cannot be reproduced satisfactorily by xerography, photographic prints can be purchased at additional cost and tipped into your xerographic copy. Requests can be made to our Dissertations Customer Services Department.**
- 5. Some pages in any document may have indistinct print. In all cases we have filmed the best available copy.**

**University
Microfilms
International**

300 N. ZEEB ROAD, ANN ARBOR, MI 48106
18 BEDFORD ROW, LONDON WC1R 4EJ, ENGLAND

HOPSON, CAROL STEIN

AN EXAMINATION OF CORRELATIONS BETWEEN
ACQUISITION OF BASIC SPEECH COMPETENCIES AND
SUPERVISORY LEVEL, SALARY, SELF-PERCEIVED JOB
PERFORMANCE AND SELF-PERCEIVED JOB
SATISFACTION IN EMPLOYMENT.

THE LOUISIANA STATE UNIVERSITY AND
AGRICULTURAL AND MECHANICAL COL., PH.D., 1979

AN EXAMINATION OF CORRELATIONS BETWEEN ACQUISITION
OF BASIC SPEECH COMPETENCIES AND SUPERVISORY
LEVEL, SALARY, SELF-PERCEIVED JOB PERFORMANCE AND
SELF-PERCEIVED JOB SATISFACTION IN EMPLOYMENT

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY OF THE
LOUISIANA STATE UNIVERSITY AND
AGRICULTURAL AND MECHANICAL COLLEGE
IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY

IN

THE DEPARTMENT OF SPEECH

BY

CAROL STEIN HOPSON
B.A., LOUISIANA STATE UNIVERSITY, 1961
M.A., LOUISIANA STATE UNIVERSITY, 1963
AUGUST, 1979

ACKNOWLEDGEMENTS

My sincere appreciation is extended to Dr. John H. Pennybacker for his guidance and assistance as my advisor on this study; to Dr. Waldo W. Braden and to Dr. Clinton Bradford who have provided valuable suggestions for this investigation and who have been advisors to me during all of the years I have been at Louisiana State University. I am grateful to Dr. Harbin and Dr. Cooper for serving on my committee.

I am grateful to the many people in vocational-technical education and business who have helped by completing each of the questionnaires. Special appreciation extends to Sula Hurley, Diane McCumber, and Caroline Willis for reviewing and commenting on the questionnaire, statistical data, and study format.

Finally, I acknowledge the help and support of my husband Hal and my children Hal, Melissa and Claire who continued to encourage me throughout this endeavor; and my parents, George and Bernice Stein who made my education possible.

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS.....	ii
LIST OF TABLES.....	vi
ABSTRACT.....	ix
CHAPTER	
1. INTRODUCTION.....	1
Statement of the Problem.....	5
Definition of the Terms.....	7
Limitations of This Study.....	7
Chapter Format.....	7
Contributions of This Study.....	9
2. REVIEW OF LITERATURE.....	10
Competency-Based Education.....	10
Oral Communication Competencies.....	18
Core Goals.....	21
Communication Competence.....	22
Communication Process.....	23
Communication Skills Cycle.....	24
Methodologies Used in Related Studies.....	24
Summary.....	29
3. METHODOLOGY.....	31
Establishing the Competencies.....	32
Limiting the Scope of this Study.....	33
The Educators Survey.....	33
The Employers Survey.....	34
Determining Which Competencies Are Currently Taught...	34
The Employee Questionnaire.....	35
Selecting the Employee Sample.....	36
Analysis of Data.....	38

	Page
4. ANALYSIS OF DATA.....	40
The Establishment of the Oral Communication Competencies most Needed by Vocationally- Technically Trained Employees.....	40
Analysis of the Current Vocational-Technical Programs to Determine the Presence of Oral Communication Competencies in Existing Programs.....	40
The Analysis of the Employees Responses to the Questionnaire.....	41
The Significance of Acquired Skills in the Six Most Needed Oral Communication Competencies as Measured Against Job Satisfaction, Management Level, and Salary.....	41
The Establishment of the Oral Communication Competencies most Needed by Vocational- Technical Trained Employees.....	41
The Educators Survey.....	42
The Employers Survey.....	43
The Results of the Survey.....	43
Relevant Comments from Respondents.....	51
Conclusions.....	54
Analysis of the Current Vocational Technical Programs to Determine the Relevance of Oral Communication Competencies in Existing Programs.....	56
The Analysis of the Employees Response to the Questionnaire.....	58
The Significance of Acquired Skills In The Six Most Needed Oral Communication Competencies As Measured Against Supervisory Level, Salary, Self-perceived Job Performance and Self- perceived Job Satisfaction.....	91
5. CONCLUSION.....	100
BIBLIOGRAPHY.....	104
A: Books.....	104
B: Periodicals.....	106
C: Unpublished Works.....	107

	Page
APPENDICES.....	109
A: Educators Questionnaire.....	110
B: Letter and Questionnaire sent to Employers.....	112
C: Employee Questionnaire.....	115
D: Letter Authorizing CETA Research.....	118
E: List of Educators Responding to Survey.....	119
F: List of Employers Responding to Survey.....	121
G: Comments Taken From Educators and Employers Responses.....	123
H: Comments Taken From Employees Responses.....	125
VITA.....	129

LIST OF TABLES

Table	Page
1. Combined Responses of Educators and Employers to the Survey.....	45
2. Educators' Responses to the Survey.....	47
3. Employers' Responses to the Survey.....	49
4. Employers List of Competencies Having Two or More "Not Necessary" Responses.....	52
5. Educators List of Competencies Having Two or More "Not Necessary" Responses.....	52
6. Six Most Needed Oral Communication Competencies.....	56
7. Occupational Distribution of Respondents.....	60
8. Employment Since Training.....	62
9. Did Training Improve Communication.....	64
10. Level of Management in Organization.....	65
11. Difference in Management Levels Between Men and Women.....	65
12. Salaries of Vocational-Technical Employees (one year or less experience).....	66
13. Employee Responses to Competency 1 "Communicate Directions Clearly".....	68
14. Employee Responses to Competency 2 "Listen to others, Understand Directions Given by Others.".....	69
15. Employee Responses to Competency 3 "Communicate Ideas to Co-Workers".....	70
16. Employee Responses to Competency 4 "Ask Questions When in Doubt Without Hesitation"....	71

Table	Page
17. Employee Responses to Competency 5 "Communicate Directions Using Different Words and Ideas When Listeners Misunderstand.....	72
18. Employee Responses to Competency 6 "Respond to Questions Asked by Others".....	73
19. Employee Responses to Competency 7 "Communicate Personal Enthusiasm for Work to be Done".....	74
20. Employee Responses to Competency 8 "Avoid the Use of Inappropriate or Abusive Language".....	75
21. Employee Responses to Competency 9 "Can Talk Before A Group or In A One-To-One Setting and Present Information Clearly, Accurately, and Interestingly".....	76
22. Employee Responses to Competency 10 "Respect the Ideas Communicated by Others".....	77
23. Employee Responses to Competency 11 "Take Oral Criticism Well".....	78
24. Employee Responses to Competency 12 "Manage Disruptive Behavior and Conflicts in a Rational, Logical Manner".....	79
25. Employee Responses to Competency 13 "Communicate with Individual Subordinates About Their Needs and Progress".....	80
26. Employee Responses to Competency 14 "Communicate with Superiors About Problems and Difficulties Without "Telling Tales" or Learing Down Co-Workers".....	81
27. Employee Responses to Competency 15 "Articulate and Pronounce Words Clearly So Others Can Understand".....	82
28. Employee Responses to Competency 16 "Answer the Company Phone and Identify Self and Company".....	83

Table	Page
29. Employee Responses to Competency 17 "Receive and Record Phone Messages Accurately.....	84
30. Rank Order Comparison of the Oral Communication Competency Statements.....	90
31. Women are Underrepresented as Managers and Skilled Craft Workers.....	94
32. Fully Employed Women Continue to Earn Less Than Fully Employed Men of Either White or Minority Races.....	95
33. Chi Square Values of Variables Compared with a Significance Level of .10 or Less Among Female Respondents.....	98
34. Chi Square Values of Variables Compared with a Significance Level of .10 or Less Among Male Respondents.....	99

ABSTRACT

Most people are aware of the importance of oral communication skills for those business people who are asked to give oral reports or to speak at special gatherings. However, the oral communication skills needed in employment are often not recognized, even by the individuals who are involved.

This researcher found that while the business community is aware of the importance of oral communication, little has been done by business people or educators to promote the teaching of oral communication skills to the labor force in positions not requiring college education.

The purpose of this study was to survey vocational-technical educators, employers and employees to determine their perceptions of the oral communication skills needed for men and women in vocational-technical employment.

A series of questionnaires and interviews were used to gather substantive data to test the null hypothesis: There is no relationship between the achievement of selected oral communication competencies and the supervisory level, self-perceived job performance, and self-perceived job satisfaction among individuals with vocational-technical training.

The questionnaire sent to educators and employers contained seventeen competency-based oral communication skills which are job-related. These were drawn from oral communication competencies found in many competency-based educational programs and presented as behaviorally-stated objectives.

The recipients were asked to rank each statement as to its importance in employment. Six statements were regarded as necessary for employment by over seventy percent of the educators and employers who responded. These are (1) listens to others, understands directions given by others, (2) asks questions when in doubt without hesitation, (3) communicates directions clearly, (4) responds to questions asked by others, (5) articulates and pronounces words clearly so others can understand, and (6) communicates ideas to co-workers.

The educators and employers agreed that of the seventeen competencies given, the ability to "talk before a group or in a one-to-one setting and present information clearly, accurately, and interestingly" was the least needed skill.

A review of existing vocational-technical programs in this area revealed that little or no emphasis is placed on providing vocational-technical trainees with needed skills in oral communication.

A third questionnaire was sent to recent graduates of vocational-technical programs in the New Orleans metropolitan area to determine the extent to which these individuals had gained oral communication competencies and the effect of their speaking skills on their employment.

The respondents were employed in sixteen vocational or technical occupations with the largest percentage being in welding and office occupations. Over seventy-nine percent of the respondents were between the ages of twenty and thirty-five. Fifty-six percent of the respondents were women.

Only eight percent of the respondents were not native Americans. Forty-six percent were white and forty-six percent were black.

The responses of these employees as to the amount of training acquired in the six communication skills and the need for these skills in their jobs were analyzed. It was determined that a positive correlation does exist between the acquisition of selected oral communication competencies and supervisory level, salary, self-perceived job performance and self-perceived job satisfaction.

INTRODUCTION

Peter Drucker wrote his first book on management over twenty years ago. In that book he stated that the biggest problem in business was communication. Drucker has recently completed another book, Management, in which he states that the biggest problem in business today is communication.¹ Much has been learned about the management of business in the past twenty years, but little has been done to improve the necessary communication skills.

One possible explanation for this failure in communication is the assumption on the part of many people that if a person has attended school for a significant number of years, that person can communicate orally. For example, Robert A. Kowalski, Program Analyst for State of Louisiana, Department of Labor, Skill Training Improvement Program (STIP) of the Comprehensive Employment and Training Act (CETA) spoke to a STIP planning workshop sponsored by the Economic Development Council of New Orleans on Friday, June 30, 1978. He outlined the one objective of the STIP program as "the improvement of the quality and quantity of skill training provided under CETA." By law, this training is to be provided to the economically disadvantaged and hard-core unemployed. The aim is to provide the level of training which will allow the participants to earn a minimum starting salary of \$4.50 an hour after six to eighteen months of training.²

¹Peter F. Drucker, Management, (New York: Harper and Row: 1974). p.481 +

²Request for Proposal, City of New Orleans, Office of Manpower and Economic Development CETA STIP Program, June 1978, p.6.

Virtually no provision is made, however, for training in oral communication skills in this program. The only basic communication skills or basic math skills which can be taught are those which relate directly to the development of specific job skills.

Louisiana has, in recent years, expended considerable effort to improve both the quantity and the quality of vocational-technical education in the state's post-secondary school system. A number of new schools are nearing completion and many older schools have been expanded. Yet in this expanded system, which will offer many skills training programs in advanced technologies, no formal courses are to be offered in oral communications.³

In 1976, Loyola University in New Orleans conducted the "Louisiana Vocational Education Goals Study."⁴ This was an opinionnaire study conducted statewide and included a scientifically selected cross-sampling of the population. This study reports:

When asked if vocational education should include speaking, writing, and computational skills even if they are not directly related to the specific job skills, the vast majority agreed that they should. 85.7% endorsed speaking skills; 87.0% writing skills; and 91.7%, arithmetic skills."⁵

³List of Current Vocational Technical Programs - 1978, Louisiana State Department of Education, Bureau of Vocational Education.

⁴Louisiana Vocational Goals Study, Loyola University, New Orleans 1977

⁵Ibid. p.34

Based on the information gathered through this study, Loyola made seven recommendations in the final report to the State Board of Elementary and Secondary Education. The sixth recommendation is as follows:

That the basic vocational-technical program be broadened to include basic reading, writing and arithmetic skills.

Statement: The emphasis of these courses should be vocational in nature. Carpentry cannot be taught to a student who cannot measure. Retail graduates who cannot speak proper English cannot be placed. Secretarial students who cannot spell are of no use to the business community. The issue is not one of whose proper function it is to educate students to the basic skills, but rather that the student upon entering the work force can successfully compete in his chosen vocation.⁶

Most people are aware of the importance of oral communication skills for those businessmen and women who are asked to give oral reports or to speak at special gatherings. However, the communication skills needed at other levels of interaction are often not recognized even by the individuals who are involved. Wesley Wiksell gave such an example in his book, Do They Understand You?⁷

When a foreman was asked what his biggest job was, he thought a moment and then answered, 'My biggest job? Well, my biggest job is to watch all of the machines on my floor.' Was he sure? 'Yep, I'm sure,' he replied, 'to watch those machines.'

⁶ Ibid p.5

⁷ Wesley Wiksell, Do They Understand You?, (New York: The MacMillan Company; 4th printing, 1967), p.16.

The next day as he supervised his floor of machines, did the foreman watch the roaring looms? Yes, he did. Did he even see the elderly woman who was bending over one of the looms, threading a spindle? No. To him she was only something necessary to keep those beautiful machines operating. Did he ever consider it his responsibility to communicate with her, to tell her why something should be done a certain way, or to praise her for work well done? Nevertheless he communicated with his people whether he realized it or not: without using words, his attitude told the woman that she was unimportant. But the foreman failed in positive, conscious acts of communication.

Laura Lemoine, in her doctoral dissertation, hypothesized four conclusions from the data she reviewed. These conclusions are:

First, oral communication played a major role in industry. Second, businessmen recognized the need for effective oral communication. Third, speech departments on the whole provided training in oral business communication while business departments provided training in written communication. Fourth, research dealing with oral communication in industry in speech departments was minimal. The preponderance of doctoral studies and journal articles on business communication, oral or written, came from management and marketing scholars and businessmen.⁸

This writer's findings concur with the four conclusions given by Ms. Lemoine. Additionally, the current research indicates that while the business community is aware of the communication needs, little has been done by the business community or by educators not at the college or university level to promote the teaching of oral communication skills to those people who work in the labor force at positions not requiring college training.

⁸Laura Lemoine, "The Impact of Speech Training on Oral Communication Performance in Industry as Perceived by Louisiana State University Graduates, 1950-1967" (Ph.D., Louisiana State University, 1976), p.5.

Recognizing that the current trend in education is to provide numerous educational opportunities for vocational training to students in institutions which are at the post-secondary level, but are not traditional colleges and universities, there is a need to study the impact of these students' oral communication skills on their ability to obtain and maintain occupations which are meaningful to the individual.

This study attempts to answer the following question. Does competency in the use of oral communication make a measurable difference in the ability of people who have completed vocational-technical training in getting and keeping desirable employment?

STATEMENT OF THE PROBLEM

The purpose of this study was to survey vocational-technical educators and employers to ascertain their perceptions of needed oral communication skills for gaining and maintaining employment in vocational-technical occupations; and, to determine if skills in the identified oral communication competencies have an effect on the job satisfaction, job performance, level of employment, or salary of vocational-technical male and female employees.

The attempt was made to gather substantive data through the use of questionnaires and interviews and to analyze these data in an effort to prove or disprove the following null hypothesis:

There is no relationship between the achievement of selected oral communication competencies and the supervisory level, salary, self-perceived job performance, and self-perceived job satisfaction among individuals with vocational-technical training.

While many individuals have acknowledged to this writer the needs for speaking skills among most working people, no significant studies could be located which attempted to determine the necessary oral communication skills for those individuals with training in vocational-technical fields. Since many vocational-technical programs are taught on site in businesses and industries or in "store-front" schools, relatively little formal research has been carried out concerning these programs. Additionally, the greatest effort has been placed on "hands-on" training to get individuals qualified for carrying out specific job related tasks. This has been done in an effort to get people into the manpower pool as quickly as possible. Most vocational-technical programs have a duration of one year or less.

Many of the vocational-technical educators were first employed in industry and have become involved in the training of skilled workers without a considerable amount of formal education themselves. These people may not comprehend, as in the example taken from Do They Understand You?, the relationship between communication skills and effective work production.

The unique background of each individual who has been contacted as part of the research for this project prevents the control of data necessary to produce a truly scientific study. Therefore this study is descriptive in nature. This does not alter the fact, however, that the data gathered are of value in providing insight into the oral communication needs of vocational-technical employees as perceived by the employer, employee, and educator.

DEFINITION OF TERMS

The following terms are defined for the benefit of the reader.

Communicate. To have an interchange of thoughts or ideas.

Competency. The state or quality of being capable or competent; skill; ability.

Objective. Based on observable phenomena; presented factually.

Participant. One who took part in the study.

Respondent. A person who answered the questionnaire.

Vocational School. A school that trains persons with special aptitudes for qualification in specific trades or occupations, such as mechanics, stenography, or the like.

LIMITATIONS OF THIS STUDY

There are several notable limitations to this study. First, many of the individuals who were contacted as participants for this study were not familiar with research techniques and therefore may have been reluctant to give some information. Second, sources for obtaining the names of students who had recently completed vocational training programs were not readily available. Third, the sample size, while adequate, was not extremely large.

CHAPTER FORMAT

The information contained in this study is presented in five chapters plus the necessary appendices.

The needed background information, statement of the problem, definition of terms, study limitation, chapter format and contribution of the study are included in the Introduction, Chapter I.

Previous research as found in articles, books, dissertations and other studies are analyzed for their relevance to this study in Chapter II, Review of the Literature.

The methods employed to gather the necessary data and to analyze these data, including the formulation of the questionnaires, the interview questions and procedures, the distribution of questionnaires, and the tabulation of all data are discussed in Chapter III, Methodology.

Chapter IV, Analysis of Data, is concerned with the research data related to the null hypothesis, "There is no relationship between the achievement of selected oral communication competencies and the supervisory level, salary, self-perceived job performance, and self-perceived job satisfaction among individuals with vocational-technical training." The data gathered from vocational-technical educators, employers, and employees are tabulated, tested and analyzed to see if the findings affirm or deny the null hypothesis.

This project is concluded with Chapter V. The implications of the findings on the relationship between oral communication competency and job success of vocational-technical students and recommendations for further study are made.

CONTRIBUTIONS OF THIS STUDY

This dissertation is the first attempt to assess the relationship between a person's ability to communicate orally and his/her ability to gain and maintain employment in a vocational-technical field for which the person has been trained. It provides the oral communication competencies viewed as necessary by educators, employers and employees and the differentiation of their respective views. Finally, this study provides recommendations for further studies and suggestions for implementing needed speech training for vocational-technical students.

CHAPTER II

REVIEW OF LITERATURE

Three areas of research were reviewed as part of this study in order to obtain:

- (1) information on competency-based education; (2) information on oral communication in vocational-technical education and employment; and, (3) examples of workable methodologies and analyses of data for similar studies.

The literature reviewed includes speech and vocational-technical education textbooks; career guidance books, business and professional journals, dissertations, evaluation reports, and abstracts.

The review of related research showed that many and varied projects have been conducted on Competency-Based Education, Vocational-Technical Education, and Oral Communications. The studies ranged in scope from national and state-wide surveys to studies focusing on single purpose data for one school or university or one small geographical area. Studies have been grouped into three categories for the reader's convenience. They are:

- Competency-Based Education
- Oral Communication Competencies
- Methodologies of Related Studies

COMPETENCY-BASED EDUCATION

According to the Encyclopedia of Educational Evaluation, "In

virtually every trade and profession there is a continuing debate on how to train/educate future members."¹ Advocates of competency-based or performance-based education want to base education programs on needed competencies, that is knowledge, skills, attitudes, etc. Several research studies have been conducted in teacher education to try to determine the teacher behaviors that lead to student learning. The studies raise the question that if the teacher's ability to perform a certain task does not relate to student learning, why bother to teach this skill? These types of questions ought to be asked and answered by program planners and program evaluators-whether the program is in higher education or plumbing?²

Dr. Leon Lessinger, Callaway Professor of Education at Georgia State University and a former Associate United States Commissioner of Education, is one of the country's most experienced and distinguished educational consultants. In his book, Every Kid a Winner,³ he stresses that it is a student's basic right to know the basic skills without which he would fail in a modern society. This right to know is satisfied in objective proof that the student can exercise the necessary skills and apply his knowledge.⁴ In response to this the Elementary and

¹ Scarvia B. Anderson, Samuel Ball, Richard T. Murphy and Associates Encyclopedia of Educational Evaluation, (San Francisco: Jossey-Bass Publishers, 1976), p.72.

² Ibid.

³ Leon Lessinger, Every Kid a Winner, (New York: Simon and Schuster, 1970).

⁴ Ibid., p.5.

Secondary Education Act of 1965 has as its purpose to widen the opportunity for quality education and to achieve as an ultimate goal the assurance of basic skills competence for each student.⁵

Since 1965 the area of competency-based education has experienced considerable growth and development. The most significant research in this area, until recently has centered on teacher education; but now, however, many educational areas are becoming involved in competency-based education. The "Guidelines for Competency-Based Education" approved by the Georgia State Board of Education, September 11, 1975, describe competency-based education as a process. The process includes three essential and interrelated operations.⁶ The first operation is the specification of student outcomes which indicate what a student should know and be able to do when he or she finishes the program. The outcomes are the reason for the program's existence.⁷ These outcomes are stated in behavioral objectives.

The second operation is program design which focuses on helping students acquire the desired outcomes or competencies. The program should begin with statements of the program objectives.⁸ The third operation is evaluation which is the heart of the Competency-Based

⁵Ibid., p.6

⁶"Guidelines for Competency-Based Education", Georgia State Department of Education, September 11, 1975, p.1

⁷Ibid., p.2

⁸Ibid., p.4

Education process. The development of the evaluation operation must involve persons knowledgeable about the area and also must involve those individuals who will be affected by the operation.⁹

According to Rita Johnson and Renee Westcott of Washburn College, behaviorally stated objectives:

- (1) provide a basis for instructional planning.
(Content-Media-Method)
- (2) provide for pupil planning of study efforts.
- (3) provide a basis for teacher evaluation.¹⁰

This description of the use of behaviorally stated objectives is consistent with the three operations of Competency-based education described in the Georgia "Guidelines for Competency-Based Education."

The Community College of the Air Force uses a five step operations Model.¹¹ Despite the difference in the number of steps, the process involved is basically the same.

The five steps the Air Force uses for their Instructional Development Model are:

- (1) determine precisely what are the human performance requirements on the job.
- (2) determine the education/training requirements. This involves determining who is to do the job and what education or training is necessary to enable them to do it in an acceptable way.

⁹Ibid., p.7

¹⁰Rita B. Johnson and Renee Westcott, "Behaviorally Stated Objectives." Mitchell College, North Carolina, January, 1971., p.1.

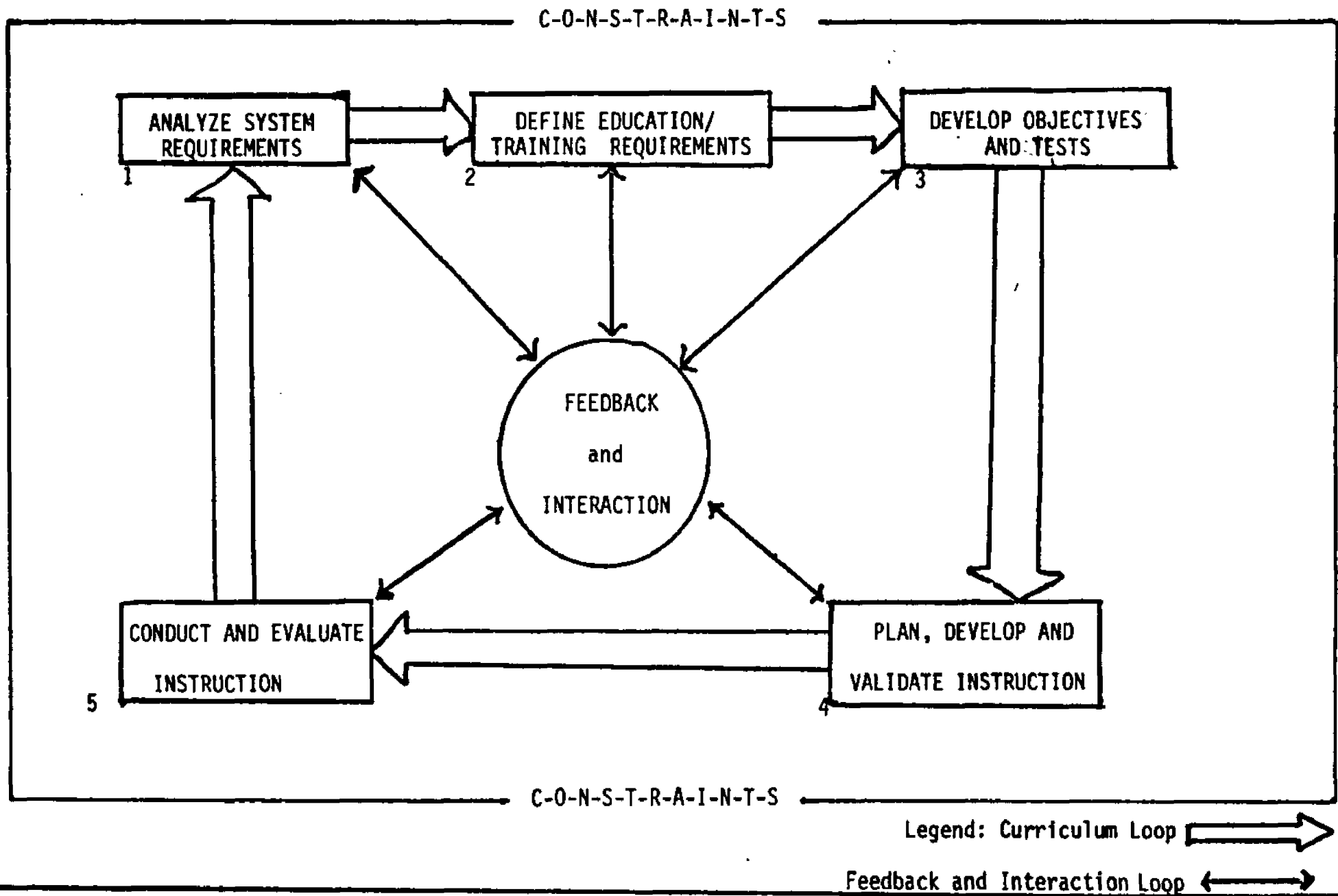
¹¹Handout, Lt. Col. Kilbride, Community College of the Air Force, Administrative Center, Lackland Air Force Base, San Antonio Texas, Program Development Briefing, January 23, 1978.

- (3) define these instructional needs as specific, behaviorally stated objectives and devise test items to determine if and when the students attain the objectives.
- (4) design instructional procedures and materials that will develop the skills and knowledges the students need to reach the objectives, and validate these procedures and materials to be sure they really do provide the needed instruction-no more, no less. Whatever portion of the instruction does not equip the students to meet the objectives (and ultimately, to do the job) must be redesigned until it works.
- (5) conduct and evaluate the instruction; and later, evaluate the students in terms of their ability to do the job.

This model is shown in Figure II-I. The output of each step is intended to provide the input needed to accomplish a later step or steps. All parts of the model are interrelated (see figure) and changes which occur during one step will affect other steps.

Since there is feedback and interaction between steps of the model, sometimes it is possible to accomplish portions of several steps simultaneously.¹²

¹²Ibid., p. 5



Air Force Model for Instructional System Development¹²

Figure II-1

The three major types of objectives are defined by Johnson and Westcott as follows:

Cognitive - shows changes in thinking, understanding or mental ability.

Affective - shows changes in attitude, feeling or emotion.

Psychomotor - shows changes in physical or manipulative ability.¹³

These types of objectives can be developed for every type of educational program.

Bloom and Krathwohl and Associates, concerned with the need to determine the outcomes being sought in education/training programs, realized that curriculum planners often wonder, after developing dozens of specific objectives for a course, if they have covered the field or how well the selected competencies interrelate. These concerns led to the creation of taxonomies of objectives.

In Taxonomy of Educational Objectives: Handbook 1, Cognitive Domain,¹⁴ Bloom presents six main categories of objectives for the cognitive domain. These are: knowledge, comprehension, application, analysis, synthesis, and evaluation. The principle of organization is complexity, with each category assumed to involve more complex and abstract behavior than the previous category. See the chart which follows.¹⁵

¹³Johnson and Westcott, Op. Cit., p.3

¹⁴Benjamin S. Bloom (Ed) Taxonomy of Educational Objectives: Handbook 1, Cognitive Domain, (New York: David McKay Company, 1956).

¹⁵Johnson and Westcott, Op. Cit., p.6

Bloom's Taxonomy of Educational Objectives

Lowest	Knowledge - (to recall and memorize)
	Comprehension - (to translate from one form to another)
	Application - (to apply or use information in a new situation)
	Analysis - (to examine a complex and break it down into its parts)
	Synthesis - (to put together information in a unique or novel way to solve a problem)
Highest	Evaluation - (to make a judgement about something in light of given criteria)

After the publication of the first Handbook, Bloom wrote Handbook II, The Affective Domain.¹⁶ It has five categories of objectives; (1) receiving or attending, (2) responding, (3) valuing, (4) organization, and (5) characterization by a value complex. It is organized for internalization by the individuals. It attempts to describe how fully and deeply an attitude or emotion has become a part of a person, in other words, this handbook attempts to define the levels of influence a particular objective has on an individual.

Thornton and Waskyke have completed taxonomies for the psychomotor domain.¹⁷ The taxonomies are used to describe the muscular activity which is associated with mental processes.

¹⁶Scarvia B. Anderson, Samuel Ball, Richard T. Murphy and Associates, Op. Cit., p.419.

¹⁷Ibid.

All of the above studies indicate the growing concern for providing educational objectives that are stated in behavioral outcomes which can be used to measure and evaluate student learning in all areas.

ORAL COMMUNICATION COMPETENCIES

The specific behavioral objectives with which this study is concerned are those relating to oral communication skills, particularly those needed by vocational-technical workers.

In searching for relevant competencies to be used in the questionnaires for employers, educators, and employees, many speech textbooks and studies were reviewed. Only those which provided significant data are discussed herein.

The Community College of Vermont includes two relevant competency areas in their handout, "Information to Students." The description of needed competencies in "Interpersonal Relations" and "Communication" are quoted in part.

Competence in interpersonal relations means the ability to work effectively with other people.... You might consider the people with whom you relate. Large or small groups? Individuals? People in need? Angry People? And then think how you relate. Do you give speeches, write memos, listen carefully, converse casually, issue orders, teach, conduct interviews?

You may find it helpful to think about the variety of different parts people play. Some roles are rather directive; managing, leading, or supervising. Others require a different sort of competence: entertaining, persuading, or instructing.

Almost whatever we do, whether we intend to or not, we are communicating. The importance in this area for the self-reliant learner cannot be over-emphasized. For by becoming more fully aware of how we communicate, we can better affect how we see and are seen by others.

Communication is, first of all, a two-way process. It involves both sending and receiving messages. Some people can present their ideas beautifully, but are deaf to the responses to them. That's not effective communication. Others may listen and understand well but leave people wondering what their ideas on the subject are. That's not effective communication, either. You will need to demonstrate that you are a good receiver as well as sender.

Both sending and receiving may occur with or without words. Non-verbal communication is often as important as verbal. The messages you send or receive by gestures, clothing, and personal style are important to consider.

Verbal communication may be oral or written. Skill in both of those areas is fundamental for almost any job or life situation. Considering your personal goal, how well must you write or speak? And, on the receiving side, how well are you able to read or listen? Too often these skills are ignored, yet they are very much a part of competent communication.

The better you are at communicating effectively, the firmer and richer your ideas will grow. And the richer your thinking, the more self-reliant you will become.¹⁸

One example of how these definitions on gaining competence in a given area are interpreted by students in completing college requirements is found in the completed contract of Emma Spaulding, who received an Associate Degree in Counseling from the Community College of Vermont. A copy of the Communication section of her transcript follows in Figure II-2.¹⁹

¹⁸Community College of Vermont, "Information to Students", pp. 4 & 7. (undated)

¹⁹Contract of Emma Spaulding, Community College of Vermont, June 30, 1976, p.3.

COMMUNICATION

Communication is at the heart of the counseling process. It is important to recognize how both verbal and non-verbal communication affect it. Interviewing skills are also essential, and, especially to continue my education, I will have to be able to write well.

COMPETENCE STATEMENTS	EXPERIENCE	EVIDENCE
<p>I. I am aware that language, both verbal and non-verbal, is an encounter</p> <p>a. I know that I communicate to most people a feeling of being present.</p> <p>b. I believe that language is a test of communion: it reveals what each person carries in himself.</p> <p>c. I know that words are colored by cultural, economic, social, and political difference.</p> <p>d. I realize the importance of silence as a shared bond between people.</p>	<p>Lay ministry work</p> <p>"Language As Politics"- UVM Extension Course</p>	<p>Letter from Rev. A. Piccadillo</p> <p>Course evaluation from Pelson Snickerhaus UVM Transcript</p>
<p>II. I can carry out a planned interview effectively:</p> <p>a. I can plan an interview to get certain information</p> <p>b. I can ask non-threatening questions</p> <p>c. I can record information unobtrusively and accurately</p>	<p>Interviewing Workshop OEA 3-day training</p>	<p>Evaluation statement from Workshop Leader</p>
<p>III. I am able to write letters and reports competently</p> <p>a. Grammar, spelling, and punctuation are accurate</p>	<p>"Write On!" - CCV Course</p>	<p>Course evaluation from Deirdre O'Cohen</p>

A second example is taken from the Community College of Vermont. Patricia Day's contract in the Administrative Services Program²⁰ includes these Oral Communication Competencies.

CORE GOALS

Core Goal #1 - Can communicate effectively in both oral and written form within an Administrative Services setting.

I feel confident in handling incoming and outgoing telephone calls.

- a. I can competently use the telephone with good clear communication and take accurate messages.
- b. I effectively screen and handle incoming calls, interrupting meetings only when I deem it necessary.

I am able to interview fellow students and evaluate their responses.

- a. I can contact fellow students on a volunteer peer counseling level using interviewing and information giving skills.
- b. I am able to write objective contact reports based on the student's interview, giving non-judgemental facts gleaned from that interview.
- c. Using interviewing skills I am able to accurately fill out registration forms, provide information to students when possible and to direct students to the proper sources to get additional help.
- d. By being able to relate to and understand a fellow classmate's decision to drop out of a course, I was able to encourage her to continue and successfully complete that course.

I am able to hear and reflect what is being said to me. I understand the role of non-verbal (facial expressions, mannerisms and eye contact), verbal and self-involving behavior, sensing what is not being said but wanted to say.

²⁰Contract of Patricia Day, Community College of Vermont, June 1, 1976, p.3.

The "Educational Goals Statement - Vocational Competencies" of Michael Brown from Lakeville Community College²¹ includes the following oral communication skills:

1. Can talk with and listen to clients in a one-to-one and small group setting in a manner to promote mutual understanding.
2. Can talk with and listen to other human service professionals to exchange appropriate information.
3. Can talk before a group, of clients and/or other professionals and present information clearly, accurately and interestingly.

A final note on communication competence is taken from the Mars Hill program on Competence-Based Curriculum.²²

COMMUNICATION COMPETENCE

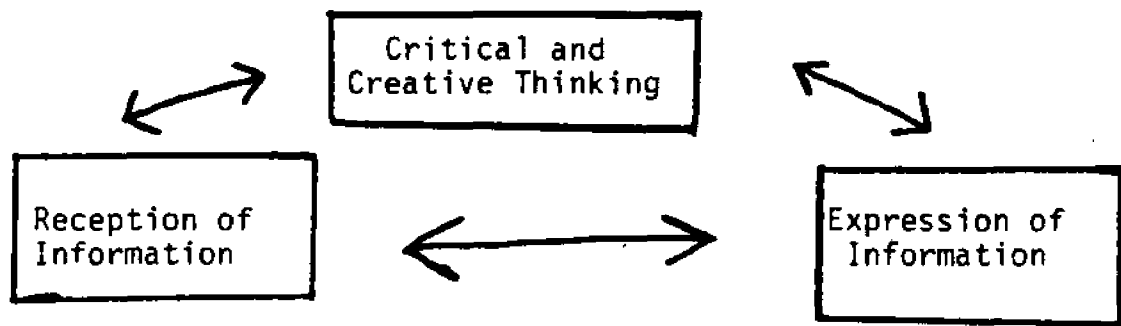
The communication competence is concerned with two different kinds of skills. The first kind can be described as purely mechanical skills. Included in this category are the competencies involving awareness of systems of logic, probability, descriptive statistics, communication with machines; reading, writing, speaking and listening skills; and research techniques. The second category refers to the utilization of these skills in creative and critical thinking. The skills involved in these two categories can be separated for analytical purposes but in practice are interwoven into an integrated whole in those persons competent in communication.

²¹"Educational Goals Statement" of Michael Brown, Lakeland Community College, Englehard, Minnesota, May 1, 1976, p.12.

²²Competence-Based Curriculum: Statements, Requirements, and Learning Experiences. Mars Hill College, Mars Hill N.C., February, 1975, p. 13 & 14.

The process of communication involves distinct though interrelated areas: reception of information, critical and creative thinking about that information, and the expression of that thinking.

Communication Process

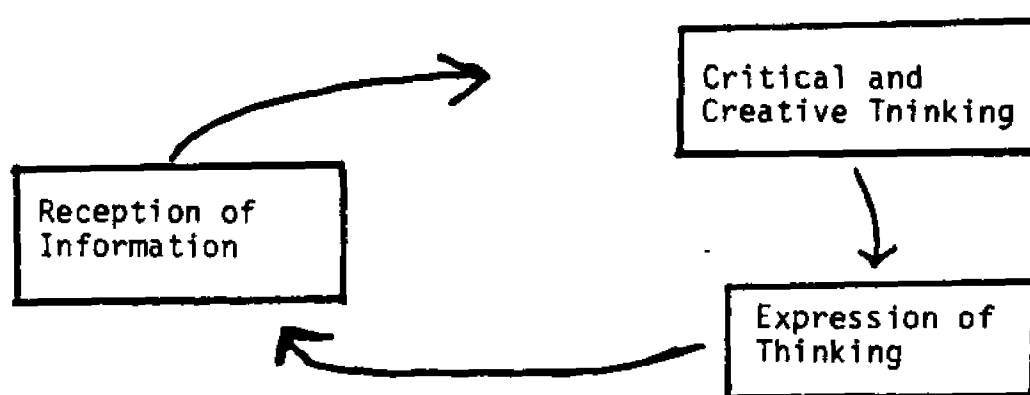


It is important to note that the arrows in Figure 1 proceed in both directions between the various components of the communication skill cycle. For example, what we think is influenced by how we express ourselves and what we think influences the kind of information we allow ourselves to receive.

It should also be noted that communication skills are often thought of as the interaction of reception of information and expression. However, such a concept removes the distinctly human component of communication, which is critical and creative thinking, and reduces communication to problems in information theory, i.e., machine communication. Therefore, a key element in the communication competence is the development of critical and creative thinking skills.

Our conception of communication skills emphasizes the communication skills cycle as outlined.

Communication Skills Cycle



English, or verbal, and mathematical skills are both conceived as integral components of communication skills. Skills developed in one area are believed to complement skills developed in the other. The abilities to listen well and write concisely and critically involves abilities to reason effectively by utilizing sound logic.

It later received added stimulus from the concept of a competence based curriculum since a communication skills competence was certain to be among the competences required for a college degree.

METHODOLOGIES USED IN RELATED STUDIES

In an effort to determine the most effective means of gathering data for this study, several studies with a similar purpose or with a similar group of proposed respondents were reviewed.

One such study is the Economic Impact Evaluation of the Responsibility Language System, Inc.²³ The purpose of this evaluation was to test the assumption, "the Responsible Language Course has an economic impact." Responsibility Language Systems, Inc., provided a 40 hour

²³ Jack B. Schmitt, Economic Impact Evaluation of the Responsible Language System, Inc. Atlanta, July 1977.

course in responsible language for students in the Atlanta, Georgia CETA training programs. The course attempted to eliminate language patterns that cause people to avoid taking responsibility, evade saying what they plan to accomplish, project a less than positive image and thus limit their value as employees. These language patterns are known as "failure language."²⁴

The evaluation process employed the following methodology. First a review of previous research was conducted. This review highlighted two facts: (1) Responsibility Language Course does reduce failure language and, (2) Those taking the Responsibility Language Systems Course get jobs more quickly.²⁵

Then a study was conducted which focused on students who completed their CETA clerical skills training at least six months prior to the study and who had been employed. Employers or supervisors were interviewed to determine if those who completed the skills training program and the Responsibility Language Course: 1) were perceived by employers to be better workers, 2) had a better chance of staying employed, 3) received promotions more quickly, and 4) were more likely to continue to receive promotions.²⁶ All the students were divided into two groups--those who took the Responsibility Language System course (RLS) and those who did not (Non-RLS). The beginning date was chosen because the first RLS class was completed in May, 1976; the end date

²⁴Ibid., p.1

²⁵Ibid., p.2

²⁶Ibid., p.1

allowed sufficient time for trainees in the study to have at least six months work experience before employers were interviewed. Two clerical classes were chosen because they had sufficient number of students in both RLS and Non-RLS groups. A total of 61 CETA trainees met the above criteria, 55 of the employers--23 RLS and 33 Non-RLS were contacted. Neither the employers nor the interviewer knew which trainees had taken the RLS course.

Those trainees who took the Responsibility Language System course exhibited considerably less failure in their language communication. This is apparently perceived by the employers, because a higher proportion are considered above average in each of the four work habits.²⁷

Two graduate follow-up studies assisted in developing this study. The first of these graduate follow-up studies was conducted by Catonsville Community College, Catonsville, Maryland. The study was made possible by a grant from the Maryland State Department, Division of Vocational Education. It was the purpose of the study to have graduates assess defined components of their educational process. These graduates, it was felt, could best relate their school programs to their job requirements. The supervisors of career program graduates were also included because of their ability to provide an assessment of the graduates job performance.²⁸

Two instruments were designed for this study. The "Graduates of Career Programs" questionnaire was composed of three parts. Section A

²⁷Ibid., p.8

²⁸Cheryl Opacinch, Career Graduates and Their Employers, Catonsville Community College, Catonsville, Maryland.

was to be completed by those not currently employed, Section B for those currently employed, and Section C for all graduates whether or not they were employed. Sections A and B sought current descriptive information from the recipients. Section C focused on information in which the respondents indicated skills or areas of knowledge which should be added or deleted from career programs.

The employers questionnaire closely paralleled that of the graduates.²⁹

The questionnaire for graduates was sent to all 321 career program graduates of 1971 and 1972. Forty-two percent responded. Fifty-five percent of the supervisors who received questionnaires responded.³⁰ To obtain the response, the initial mailout was made with follow-up mailouts after four and nine weeks.

The results of this study showed that 75% of the respondents were currently employed with the median salary being between \$7,000 and \$9,000 per year, though the women were earning less than the men. Graduates were particularly satisfied with their jobs in regard to their "opportunities for friendship" and their abilities to "communicate with superiors." In fact, 86% of the women and 82% of the men rated the latter as satisfactory or highly satisfactory.³¹ The employers were particularly impressed with the graduates interpersonal skills and their ability to communicate with superiors (94%).³²

²⁹Ibid., p.2

³⁰Ibid., p.3

³¹Ibid., p.15

³²Ibid., p.27

The Office of Institutional Research at Delgado College conducted the follow-up study of 1976 graduates in an effort to determine the quality of the school's "output" in terms of personal and professional development and satisfaction. Each of the 655 students who graduated in either May or December, 1976, was sent a questionnaire. Thirty-six percent of the questionnaires were returned.

Graduates were asked to complete a twenty-six item questionnaire which sought to obtain characteristics data, educational data, employment data and degree of satisfaction with the Delgado programs.³³

Both of the studies previously discussed had less than a 50% rate of response. According to the Encyclopedia of Educational Evaluation, this percent of response is not unusual. Several limitations are inherent in questionnaires, including; (1) the differences in responses resulting from the differences in the amount of time individuals spend in answering questions; (2) a substantial proportion of the U.S. adult population will be unable to respond because of their limited ability to read and write; (3) respondents may make careless errors in reporting; and (4) the respondent may misinterpret questions and provide the wrong answers.³⁴

However, there are several advantages to the use of questionnaires.

- (1) Questionnaires may be relatively inexpensive to administer, since they are completed by the respondent with an interviewer present.
- (2) They can be distributed to respondents quickly and inexpensively through the mail, or they can be administered

³³Sarah J. Miller, 1976 Graduates: A Follow-Up Study, Delgado College, New Orleans, La., Nov. 1977.

³⁴Scarvia B. Anderson, Samuel Ball, Richard T. Murphy and Associates, *Op. Cit.*, p. 311.

to an assembled group of people (such as a class of students or a group of teachers) at one time. (3) They can be answered by each respondent at his own pace. (4) They often can be designed to maintain respondents' anonymity; thus, respondents are reassured that their answers will not be used against them in any way and presumably will respond with greater honesty than might otherwise be the case. (5) They can be standardized, so that all respondents are given exactly the same printed questions to answer; in an interview, a respondent's answers may be influenced by the way the interviewer asks questions.³⁵

One final study contributed significantly to the methodological development of this study. Laura Lemoine's dissertation, The Impact Of Speech Training On Oral Communication Performance In Industry As Perceived By Louisiana State University Graduates, 1950-1961,³⁶

differs in the target population and in the data to be gathered, but certain information on the role of oral communication in business and industry is relevant.

In her review of literature, Lemoine found that businessmen ranked high in use and importance oral communication skills in effective interviewing, conversation, oral orders, instruction, telephoning, listening, and leading informal conferences. On the other hand business educators ranked listening and speaking skills low.³⁷

SUMMARY

Literature in the three areas of inquiry which have had the most significant impact on the development of this study have been reviewed.

³⁵Ibid., p.312

³⁶Laura Lemoine, The Impact of Speech Training On Oral Communication Performance In Industry As Perceived by Louisiana State University Graduates, 1950-1967, Ph.D. Dissertation, Louisiana State University, 1976.

³⁷Ibid., p.15 & 16.

The first section reviews competency-based programs and development of behaviorally-stated objectives. This research indicates that it is possible to divide learning activities into easily measurable components and objectives which can be stated at the start of a program in terms of the outcomes expected of students.

This led to the section on Oral Communication Competencies which are reviewed in this section provide the oral communication competencies which are currently used. These competencies were the core statements from which the behaviorally-stated objectives were developed for inclusion in the three questionnaires used to gather data in this study.

The final section reviewed the methodologies used in similar studies and reveals that, in spite of certain limitations, the mailed questionnaire appears to be the most preferred method for gathering substantial data from large and diverse groups of individuals.

The review of literature also reveals that most of the studies have been conducted at the college or graduate level.

CHAPTER III

METHODOLOGY

To gather the data necessary to test the null hypothesis, it was necessary to develop a research design that would:

1. locate existing oral communication competency statements which could be job related;
2. validate these statements by establishing which of the oral communication competencies are viewed by vocational-technical educators and employers as necessary to the employment success of vocational-technical workers.
3. review existing vocational-technical education programs to ascertain which, if any, of the identified oral communication competencies are taught in these programs.
4. contact individuals who have recently completed vocational-technical programs and determine which of these individuals have acquired the stated oral communication skills either through their vocational training or in some other manner.
5. determine if there is a correlation between acquired knowledge in these oral communication competencies and successful employment as measured in terms of job satisfaction, employment level and salary.

After an intensive review of related literature and resource documents, this writer determined that a research format combining the use of questionnaires and interviews provided the best data gathering instruments for the purposes of this study. The remainder of this chapter provides the justification for this selection and the discussion of the procedure on a step-by-step basis.

The questionnaire method for gathering data has some limitations, but because of the use of the questionnaire as a means of gathering significant data in most of the other studies reviewed, it was decided that the use of three questionnaires and interviews would provide the most efficient and time-saving method for gathering data for this study.

A. Establishing the Competencies

The initial step of this study was to research many competency based educational programs and to select from these programs the competencies which were reflective of the oral communication skills used in many vocational and technical occupations. Among the programs researched were the Georgia State Competency-Based Teacher's Education Program, The Mars Hill College Speech and Theatre Program, and the Competency Statement of the Community College of Vermont.¹ Informal discussions were held with vocational-technical educators and employers to gain additional information on competencies.

Numerous college level speech textbooks were examined to locate behaviorally stated objectives which related to on-the-job communication skills. A list of these objectives was made and then assimilated into the communication competencies previously selected.

As a result of this research, a list of twenty-two basic competencies in oral communication was developed. This list was reviewed and refined. Duplications and non job-related oral communication competencies were deleted. This resulted in seventeen behaviorally stated objectives. These objectives were the basis of two questionnaires sent to twenty-five educators and twenty-five employers in vocational and technical fields.²

¹Competencies were selected from: Georgia State Guidelines for Competency Based Education, Jack P. Nix, State Superintendent, approved, Sept. 11, 1975; B.A. Degree Requirements, Theatre Arts and Speech, Mars Hill, N.C.; and, Community College of Vermont, Completed Contract of E. Spahlding, June 14, 1976.

²See Questionnaires in Appendices A and B.

B. Limiting the Scope of this Study

The study was limited to the New Orleans SMSA, thus assuring that the same factors effecting business and industry applied to the employer, educators and employees participating in this study. It also meant that employers were using the same labor pool. By limiting the geographical area included in the study, it was possible to get input from most of the area's vocational technical schools and from a representative group of businesses and industries, both public and private.

According to Stephen Isaac, samples with between ten and thirty numbers have many practical advantages including the fact that samples this size are large enough to test the null hypothesis, yet small enough to overlook the weak treatment effect.³

C. The Educators Survey

Twenty-five educators were selected to receive the questionnaire containing the seventeen behaviorally stated oral communication competencies. These educators included individuals who were currently employed or who had recently been employed by vocational-technical high schools, state post-secondary vocational-technical schools, community colleges, related state agencies, or Department of Labor manpower programs, funded under the Comprehensive Employment and Training Act (C.E.T.A.). Administrators, counselors, and instructors were included in the sample. See Appendix E for a list of Educators who responded to this survey.

³Stephen Isaac, Handbook in Research and Evaluation, (San Diego, California: Robert R. Knapp, 1971), p.69

D. The Employers Survey

Twenty-five local employers were sent the questionnaire, they were selected by taking every ninth employer's name listed in 1976 Graduates: A Follow-Up Study completed by Delgado College in 1977. A variety of companies are represented by these employers. One company employs only two people, another employs over eight thousand.

Public agencies, such as parish governments and police departments are represented as well as large private enterprises such as grocery chains and ship builders.

One difference existed in the manner of contacting educators and employers. The educators were contacted by name or title. The employers were contacted by addressing the letters to the personnel office of the company or agency. Appendix F has the list of respondents.

E. Determining Which Competencies Are Currently Taught

To determine which of the named oral communication competencies were currently being taught as part of a vocational-technical program, interviews were held with the various program directors. The proposals for these programs and other available information was reviewed.

Each of the C.E.T.A. training programs was reviewed by reading the yearly proposal for funding submitted to the City of New Orleans. These proposals include the curriculum for each training segment of the program. After reviewing each of the proposals, follow-up conversations were held with directors and faculty to confirm the information in each program.

Information on the Vocational-Technical Schools was obtained from John D'Aubin, Acting Regional Director for Region I and Director of the East Jefferson Parish Vocational-Technical School and from printed materials on these schools.

The information gathered through these interviews was used to support information provided by the employees on the questionnaire. The interviews also encouraged the educators to express their feelings on the need for training in oral communication in vocational-technical education programs.

F. The Employee Questionnaire

The third, and most significant questionnaire, was designed to determine the value vocational-technical employees placed on training in the oral communication competencies described in the previous questionnaires. In order to accomplish this objective, a four part questionnaire was designed.⁴ The first part identified the respondent, the vocational-technical program attended, the current employer and nine questions aimed at finding out if the respondent felt he/she had adequate training in oral communication skills for gaining and maintaining employment in the field for which the individual was trained. Question eight asked the respondent to comment on the perceived connection between the respondent's communication skills and the ability to get a job and to do well at work.

Part 2 of the questionnaire consisted of the seventeen behaviorally stated oral communication competencies used in the employers and educators' questionnaires. Each respondent was asked to rate his vocational training in each of these skills. A scale was used to rate training in each competency as: (1) Considerable training in this skill, (2) Moderate training in this skill, (3) No training in this skill, and (4) I gained this skill, but not as part of my vocational training

⁴See Appendix C for the Employee Questionnaire

This part of the questionnaire made it possible to measure the respondent's perception of his or her training in the oral communication competencies. Part 3 of the questionnaire repeated the competencies and asked the respondent to indicate how these skills related to the current or anticipated employment. Four options were available. They were (1) Not needed for current job, (2) Needed for current job, (3) Needed for a promotion to a higher level job in this field, and (4) Needed for future career advancement.

The final part of the questionnaire was used for statistical purposes and sought to gather information on the respondent's current job level, annual salary, and job satisfaction. This provided the necessary data for analysis of the hypothesis.

G. Selecting the Employee Sample

It was felt that the sample population should be selected from individuals who had recently completed training programs in the New Orleans area. This was consistent with the choice of respondents for the employers and educators' questionnaires. College and University programs were eliminated because of the focus of this study on vocational-technical training. It was determined that the sample population would be selected by taking every fifth name (thus a twenty percent sample population) from the Placement Lists of the New Orleans Comprehensive Employment and Training Act (CETA) Programs and every fifth name from the 1977 graduate list of the Jefferson Parish Vocational-Technical School.

Permission was given by Wayne Dupre, Director of the Office of Manpower and Economic Development, City of New Orleans to contact the CETA

Placement Service.⁵ After reviewing the placement service lists of CETA participants completing training, this writer determined that the sample would be selected from individuals having positive terminations from CETA training programs during the period of June to December 1977. The United States Department of Labor defines a CETA participant's termination as positive when the individual successfully completes a training program and either is placed in a job or in another training program. Non-positive termination results from a participant not completing a program. The group of individuals having positive termination was further limited to exclude those individuals who went to another training program because the purpose of this study was to test the null hypothesis on individual vocational-technical employees who had recently completed vocational-technical training.

Between July and December 1977, a total of 506 CETA terminations were processed through the Urban League Placement Service. Of these 185 were non-positive, participants entering other programs, participants going on to schools or direct placements without vocational training. The remaining 321 terminations were positive, placing individuals who had successfully completed training programs in jobs. Sixty-four individuals, representing twenty percent of the positive terminations were sent the questionnaire.

One hundred ninety-eight people graduated from Jefferson Parish Vocational-Technical School in August, 1977. Twenty percent, 40 individuals, were sent the questionnaire.

⁵See Appendix D for letter of authorization from Wayne Dupre.

All names were selected at random by taking every fifth name. No attempt was made to control the sample in any manner.

Sixteen additional questionnaires were distributed to individuals who completed other training programs, such as proprietary schools, in this area. A total of one hundred and twenty questionnaires were distributed.

The reason for selecting individuals who had completed training in a number of different programs was to provide an adequate scope of data. This study was not attempting to evaluate the quality of any instructional program, but to determine if vocational-technical employees benefit from training in oral communication skills. Variables that did not interfere with the desired scope of data were age, sex and race of respondents. Variables which could be important to the study include training in oral communication skills and vocation for which the individual was trained. The questionnaires were sent to individuals trained as welders, auto mechanics, auto body repairers, practical nurses, nurses aides, secretaries, air conditioning and refrigeration mechanics, cosmetologists, business people, computer technologists, and hotel/motel front desk personnel. Many of these people did not find employment in the field for which they were trained.

H. Analysis of Data

The data for this study, once generated had to be analyzed to test the validity of the null hypothesis. In order to accomplish this task, a comprehensive method for the tabulation of data was devised.

The questionnaires containing seventeen competency statements sent to the educators and employers were distributed first. The data generated from these responses were tabulated and categorized to establish the speech competencies which had a significant positive response. An arbitrary figure of seventy percent or higher was chosen as the basis for selecting the most needed competencies. There were six competency statements in this group.

Existing programs were reviewed and interviews were held with teachers, counselors, and administrators to ascertain the programs offering educational opportunities in the chosen speech competencies. The information derived from these interviews is discussed in the next chapter.

The questionnaires distributed to the employees included two questions which tested all seventeen competency statements. One pertained to training in oral communication competencies, the other pertained to the need for these competencies on the job.

Finally, the analysis of data included a test of the relationship between selected variables. Using the Chi Square Measure, the variables of an individual's perceived job satisfaction and performance, current salary level, and current management level were tested against acquired skills in the six most needed oral communication competencies.

CHAPTER IV

ANALYSIS OF DATA

The complex nature of the data required to test the null hypothesis, "There is no relationship between the achievement of selected oral communication competencies and the supervisory level, salary, self-perceived job performance, and self-perceived job satisfaction among individuals with vocational-technical training," created the necessity for the development of a compound analysis of data. The data gathered through the three questionnaires and the interviews are presented as follows:

(1) The establishment of the oral communication competencies most needed by vocationally-technically trained employees.

This element contains the data received from the educators and the employers pertaining to the necessary speaking and listening skills. The analysis of these data includes the responses of the educators, the responses of the employers, and the combined responses of these groups. The information contained in this element resulted in the establishment of the six most needed oral communication competencies.

(2) Analysis of the current vocational-technical programs to determine the presence of oral communication competencies in existing programs.

This element examines which programs are currently providing students the opportunity to gain competencies in oral communication and the extent to which students participate in these endeavors. The existing programs are also reviewed to see if there is a difference in the stress on oral communication between programs taken predominately by men and those taken predominately by women.

(3) The analysis of the employees responses to the questionnaire.

This element contains the responses of the employees to the questionnaire and includes the employees' perceptions of the relationship which might exist between their ability to communicate orally and their job success.

(4) The significance of acquired skills in the six most needed oral communication competencies as measured against supervisory level, salary, self-perceived job performance and self-perceived job satisfaction.

This element analyzes the data needed as the basis for proving or disproving the null hypothesis.

I. The Establishment Of The Oral Communication Competencies Most Needed By Vocational-Technical Trained Employees

The initial step of this study was to research numerous competency based educational programs and to select from these programs the competencies which were reflective of oral communication skills used in many vocational and technical occupations. Some of the programs researched were The Georgia State Competency-Based Teachers' Education Program,¹ The Mars Hill College Speech and Theater Program,² and the Competency statement of the Community College of Vermont.³ Informal discussions were then held with vocational-technical educators and employers to gain additional information on competencies.

¹Georgia State Guidelines for Competency Based Education
(approved by Georgia Board of Education, September 11, 1975)
Jack P. Nix, State Superintendent of Schools.

²Bachelor's Degree Requirements, Theatre Arts and Speech,
Competence-Based Curriculums, Mars Hill, N.C.

³Community College of Vermont-Completed Contract of Emma Spaulding,
June 14, 1976, p.3.

As a result of this research, a list of twenty-two basic competencies in oral communication was developed. This list was reviewed and refined, resulting in seventeen behaviorally state objectives.⁴ These objectives were used as the basis of a questionnaire sent to a group of twenty-five vocational educators and twenty-five employers. The respondents included twenty educators and fourteen employers. Thirty-four people or 68% of the recipients of the first questionnaire responded.

Laura F. Lemoine,⁵ in her dissertation, suggests that when a researcher reaches 50 percent of the sample population there is no significant difference between those who responded and those who do not responded. This point is supported by Paul L. Erdus in his book, Professional Mail Surveys (N.Y.: McGraw-Hill Book Company, 1970) p.144. He states that it takes a 50% response to ensure reliability unless it can be demonstrated that the respondents are similar to non-respondents. Therefore, it can be stated that there was sufficient response to this questionnaire.

A. The Educators Survey

The twenty-five educators included those employed in vocational-technical high schools, state post-secondary vocational-technical schools, community colleges, and Department of Labor Manpower (C.E.T.A.) programs.

⁴See questionnaire in Appendix A.

⁵Lemoine, Laura F., The Impact of Speech Training on Oral Communication Performance in Industry as Perceived by Louisiana State University Graduates, 1950-1967(Ph.D., Louisiana State University, 1976), p.39.

Twenty people, representing eighty percent (80%) of survey population responded. Three of the respondents work with vocational high schools, three with C.E.T.A. programs, five with post-secondary vocational-technical schools and nine with colleges. Four females and 16 males responded. A list of the respondents can be found in Appendix E.

B. The Employers Survey

The twenty-five employers who were sent questionnaires were selected by taking every ninth employer's name in the 1977 Follow-up Study of Delgado College Graduates. Fourteen employers responded which represents a return rate of 56%. The companies which these employers represent are varied. One company employs only two people another employs 8,000. The average company responding has 1,730 employees. Some of the employers are public agencies such as parish governments and police departments; others are large private enterprises such as grocery chains and ship builders. There were 10 private companies and four public agencies responding. Four companies have less than 100 employees and six have over 1,000.

One difference existed in the manner of contacting educators and employers. The educators were contacted by name or title. The employers were contacted by addressing the letters to the personnel office of the company or agency. Of the employers responding two were females and 12 were males. See Appendix F for the employers who responded.

C. The Results of the Survey

The recipients of the survey were asked to rank each of the seventeen competency statements as "necessary," "highly desirable," or "not necessary" for gaining and maintaining employment in

vocational-technical fields. In addition, the recipients were asked to comment on the competency statements and suggest additional statements. Those responding made valuable comments which are discussed later in this section.

Competency statements were evaluated by means of a point system. Each "necessary" response was valued at two points, each "highly desirable" response was valued at one point, and no points were given for "not necessary" responses. Thus a competency statement receiving the total 34 responses in the "necessary" category would be given 68 points and a competency statement receiving 34 "not necessary" responses would have a zero score. The three tables which follow rank the competencies by this point system. Table I displays the combined responses of the educators and employers. Table II displays the responses of the educators and Table III those of the employers.

Educators and employers who responded to this survey consider the ability to "listen to others, understand directions given by others" as the most needed oral communication skill. None of the 34 respondents considered this competency as not necessary for employment.

The second and third ranking competencies were also the same for the educators and employers. Both groups indicated that skills in "asking questions when in doubt without hesitation," and "communicating directions clearly," as being highly necessary for employment. Only one respondent felt that it was "not necessary" for vocational-technical employees to "ask questions when in doubt without hesitation."

TABLE I
COMBINED RESPONSES OF EDUCATORS AND EMPLOYERS TO THE SURVEY

Competency Statements	Total Points	Number of "Necessary" Responses	Rank*
Listens to others, understands directions given to him/her by others.	62	28	1
Asks questions when in doubt without hesitation.	59	26	2
Communicates directions clearly.	57	24	3
Responds to questions asked by others	56	24	4
Articulates and pronounces words clearly so others can understand.	53	21	5
Communicates ideas to co-workers.	52	21	6
Takes oral criticism well.	48	15	7
Receives and records phone messages accurately.	47	19	8
Communicates with superiors about problems and difficulties without "telling tales" or tearing down co-workers.	47	13	9
Manages disruptive behavior and conflicts in a rational, logical manner (talks things out).	46	14	10
Communicates with individual subordinates about their needs and progress.	45	13	11
Communicates directions using different words and ideas when listeners mis-understand.	44	17	12
Communicates personal enthusiasm for work to be done.	44	13	13

TABLE I Continued

Competency Statements	Total Points	Number of "Necessary" Responses	Rank
Avoids the use of inappropriate or abusive language.	44	13	13
Answers the company phone and identifies self and company.	43	17	15
Respects the ideas communicated by others.	42	12	16
Can talk before a group or in a one-to-one setting and present information clearly, accurately and interestingly.	36	11	17

*Where two competencies received the same number of total points and "necessary" responses, they were given the same rank.

TABLE II
EDUCATORS' RESPONSES TO THE SURVEY

Competency Statements	Total Points	Number of "Necessary" Responses	Rank*
Listens to others, understands directions given to him/her by others.	38	18	1
Asks questions when in doubt without hesitation.	36	17	2
Communicates directions clearly.	36	17	3
Responds to questions asked by others.	36	16	4
Communicates ideas to co-workers.	35	15	5
Articulates and Pronounces words clearly so others can understand.	33	14	6
Communicates directions using different words and ideas when listeners misunderstand.	30	10	7
Manages disruptive behavior and conflicts in a rational, logical manner (talks things out).	30	10	7
Communicates with individual subordinates about their needs and progress.	30	10	7
Receives and records phone messages accurately.	29	12	10
Answers the company phone and identifies self and company.	29	11	11
Communicates with superiors about problems and difficulties without "telling tales" or tearing down co-workers.	29	9	12
Communicates personal enthusiasm for work to be done.	29	9	12

TABLE II Continued

Competency Statements	Total Points	Number of "Necessary" Responses	Rank
Avoids the use of inappropriate or abusive language.	29	9	12
Takes oral criticism well.	28	9	15
Respects the ideas communicated by others.	27	8	16
Can talk before a group or in a one-to-one setting and present information clearly, accurately and interestingly.	24	8	17

TABLE III
EMPLOYERS' RESPONSES TO THE SURVEY

Competency Statements	Total Points	Number of "Necessary" Responses	Rank
Listens to others, understands directions given to him/her by others.	24	10	1
Asks questions when in doubt without hesitation.	23	9	2
Communicates directions clearly.	21	8	3
Responds to questions asked by others.	20	8	4
Articulates and pronounces words clearly so others can understand.	20	7	5
Takes oral criticism well.	20	6	6
Communicates directions using different words and ideas when listeners misunderstand.	19	7	7
Receives and records phone messages accurately.	18	7	8
Communicates with superiors about problems and difficulties without "telling tales" or tearing down co-workers.	18	4	9
Communicates ideas to co-workers.	17	6	10
Manages disruptive behavior and conflicts in a rational, logical manner (talks things out).	16	4	11
Respects the ideas communicated by others.	15	4	12
Communicates personal enthusiasm for work to be done.	15	4	12

TABLE III Continued

Competency Statements	Total Points	Number of "Necessary" Responses	Rank
Avoids the use of inappropriate or abusive language.	15	4	12
Communicates with individual subordinates about their needs and progress.	15	3	15
Answers the company phone and identifies self and company.	14	5	16
Can talk before a group or in a one-to-one setting and present information clearly, accurately and interestingly.	12	3	17

There was agreement also on the least needed competency. Only 33 percent of the respondents felt that it was "necessary" for vocational-technical employees to have the ability to "talk before a group or in a one-to-one setting and present information clearly, accurately and interestingly." Forty-one percent felt this competency was "not necessary." While this competency was felt to be the least needed, there were several that had "not necessary" responses.

Employers rated competencies as "not necessary" to a far greater extent than educators. There were 30 "not necessary" responses out of 233 total responses by employers and 12 "not necessary" responses out of 340 total responses of educators. This means that fifteen percent of the employers' responses and only three percent of the educators' responses were in the "not necessary" category. Only three competencies received two or more "not necessary" responses. Tables IV and V show this information.

D. Relevant Comments from Respondents

In addition to the seventeen competency statements listed in the questionnaire, recipients were asked to suggest additional competencies which might relate to specific jobs and to make comments which could provide additional information for this study.

One employer commented that people entering the supervisory level of employment must have the ability to communicate with individual subordinates about their needs and progress. He suggested four additional competency areas which may be desirable for all employees, but are essential for those in a supervisory position. The four suggested

TABLE IV

EMPLOYERS LIST OF COMPETENCIES HAVING TWO OR MORE "NOT NECESSARY" RESPONSES

Competency	Total Responses	"Not Necessary" Responses
1. Can talk before a group or in a one-to-one setting and present information clearly, accurately and interestingly.	14	5
2. Answers the company phone and identifies self and company.	14	5
3. Communicates ideas to co-workers.	14	3
4. Communicates personal enthusiasm for work to be done.	14	3
5. Respects the ideas communicated by others.	14	3
6. Receives and records phone messages accurately.	14	3
7. Responds to questions asked by others.	14	2
8. Avoids the use of inappropriate or abusive language.	13	2

TABLE V

EDUCATORS LIST OF COMPETENCIES HAVING TWO OR MORE "NOT NECESSARY" RESPONSES

Competency	Total Responses	"Not Necessary" Responses
1. Can talk before a group or in a one-to-one setting and present information clearly, accurately and interestingly.	20	4
2. Receives and records phone messages accurately.	20	3
3. Answers the company phone and identifies self and company.	20	2

competencies are:

- (1) Provide private constructive criticism to subordinates.
- (2) Be able to detect attitude problems, and personal difficulties reflected in a variation of the individual's normal communicative traits (particularly when work is effected.) Be a good listener.
- (3) Communicate concern and understanding.
- (4) Communicate need for successful completion of assignments, and relate to employee his position in the overall operation. Keep the employee informed.

Another employer felt that it is essential for employees to have the ability to communicate with customers and to project a favorable company image; e.g. politeness and a sense of being helpful to customers is probably the single most important communications skill necessary in his business (retail grocery). This same employer felt that one of the most overlooked communications skills is often seen in prospective employees who appear to have had no training at school or at home in how to talk to prospective employers. Many applicants are turned down by this employer after he speaks to them for a short time and are seldom turned down from what they have written on their applications. The prospective employees that are rejected for this reason are primarily turned down because they lack manners, an indication that they would treat the customers in the same way.

A third employer supported this view in his added competency statement: "Listen and speak to citizenry (customers served) in a tactful and non-abrasive manner."

The instructors had many more comments than the employers. Though expressed in several different ways, six of the educators concurred with the employer who felt that the ability to communicate with customers and project a favorable company image is essential.

Several educators suggested the need for correct English grammar (none of the employers mentioned this) and correct pronunciation. One educator cited the need to master the vocabulary and idioms to correctly describe the skill that the person can perform. Another said the employees need a facility with the vocabulary of their chosen technical field.

Only one educator added the need for the potential employee to sell himself in the interview situation. Another added the need to understand non-verbal communication.

The open responses from educators and employees were significant in that they either reaffirmed or slightly modified the wording of the competency statements. None, however, of the open statements proved to be sufficiently different from the seventeen competencies given to justify the need for an eighteenth competency statement. These and other statements which either reaffirm or extend the seventeen competency statements included in the questionnaire are presented in their entirety in Appendix G.

E. Conclusions

The first and most obvious conclusion that can be drawn from this information is that both employers and educators do feel that there is a need for potential vocational-technical employees to have certain skills in oral communications.

Both groups agreed to the top three competencies and on the least needed competency. This, it seems, indicates that educators and employers show a measure of agreement on which competencies should be taught during the training of potential vocational-technical employees to assure that they mastered these skills before seeking employment.

It appears that the needed speaking competencies pertain to all areas of employment. Only two of the competencies were rated significantly different based on the occupation to which these competencies pertain. Instructors in secretarial science programs and employers of clerical workers rated the competencies related to answering the company phone and recording phone messages accurately as necessary while most others related these competencies as highly desirable or not necessary.

The most interesting conclusion which can be drawn from the comments of the respondents to this questionnaire is that the respondents felt that the least needed oral communication skill is the ability to talk before a group or in a one-to-one setting and present information clearly, accurately, and interestingly. Both employers and educators felt that this skill did not add to the persons ability to gain and maintain employment.

The table which follows shows the six top ranked competencies from the combined responses of educators and employers. These six were chosen because they had a positive response rate of seventy percent or higher. The choice of seventy percent was arbitrary. This list serves as the basis for comparing employees' competencies in oral communication with salary, level of management, self-perceived job performance, and self-perceived job satisfaction as discussed in Section V of this chapter.

TABLE VI
SIX MOST NEEDED ORAL COMMUNICATION COMPETENCIES

- (1) Listen to others, understands directions given to him/her by others.
- (2) Ask questions when in doubt without hesitation.
- (3) Communicate directions Clearly.
- (4) Respond to questions asked by others
- (5) Articulate and pronounce words clearly so others can understand.
- (6) Communicate ideas to co-workers.

II. Analysis Of The Current Vocational Technical Programs To Determine The Relevance Of Oral Communication Competencies In Existing Programs.

The programs reviewed for this element included all of the 1977-1978 Comprehensive Employment and Training Act vocational training programs within the New Orleans Prime Sponsorship and the state vocational-technical schools in the greater New Orleans Area.

In all of the programs reviewed, the office occupations programs are concerned with communications, but the greater emphasis has been placed on written communications. The office occupations program operated by the New Orleans Skills Center provides the most training for students in the area of oral communications. Students in this program are taught basic office speech, including proper pronunciation, phone use, and manners.

The students who attend one of the state vocational-technical schools do not receive any specific training in oral communication, unless they are enrolled in an office occupations course. The program in office occupations include training in business speech and office procedures. Other programs offered in the vocational-technical schools are involved with "hands-on" teaching of trades courses. Students are taught

"related studies" on an as-needed basis. According to a brochure from the Orleans Area Vocational Technical School, the prevocation-special needs program "is designed to help students with academic deficiencies in reading, mathematics and language."

A review of existing programs shows that no significant emphasis is being placed on providing the vast majority of vocational-technical trainees with the opportunity to gain oral communication competencies. If the immediate requirements of a program do not require the gaining of a particular oral communication skill, it is not offered. An office occupation student may learn to answer the telephone because it is a required job task. An automotive mechanic student who ultimately will have to order parts and explain automotive problems to customers gets very little or no training in oral communications because there is no obvious job task in repairing a car that requires good oral communication skills.

Since the issue of job attainment had been raised by several of the employers and one of the educators who responded to the survey, and since the ability to gain employment is often dependent upon one's skills in handling the job interview, program directors and instructors were asked to explain what training was given to their students to prepare them for job interviews.

For all of the C.E.T.A. programs, preparation for job interviews is handled by the Louisiana Department of Employment Security (L.D.E.S.) and the Urban League placement program. The students are prepared for

the interview by job counselors who provide each student with the nine page pamphlet. This pamphlet contains the following topics:

- Prepare yourself
- Know yourself
- Know something about the firm
- Check your personal appearance
- Go to the interview alone
- Arrive early
- Be alert during the interview
- Think before answering
- Bring a fact sheet
- Don't argue
- Leave your troubles at home
- Seek advice

According to Lois Wilson, Job Placement Counselor for Urban League, very little emphasis is placed on the oral communication aspects of the interview. Most of the attention is drawn to appearance and the mechanics of going to the interviews. Placement from the vocational-technical schools is usually handled by individual instructors for their students. There is no provision for job interview preparation. Students may ask counselors for help if they so desire. From this information, the conclusion can be drawn that there is very little training provided for job interviews. Yet, careful analysis of the job interview situation shows that skills in at least five of the six most needed oral communication competencies would greatly benefit the person seeking employment.

III. The Analysis of the Employees Response to the Questionnaire

Once the responses from the educators and employers had been tabulated and the oral communication skills in current vocational-technical programs had been reviewed, a questionnaire, which is included in Appendix C. was developed to secure data from employees who were

recent graduates of vocational-technical programs in the metropolitan New Orleans Area. The employee questionnaire included two questions related to the seventeen competency statements which comprised the major part of the educators and employers questionnaires. At first it was felt that these two questions should include only the six top competencies from the educators and employers questionnaire. This was revised, later, to include all seventeen competency statements so as to acquire all data which were relevant. This questionnaire was tested on twenty vocational-technical employees who were part-time students at Delgado College during the spring of 1978. The questionnaire was then revised as necessary in order to clarify statements for the benefit of the recipients of the questionnaire. The results of the test survey are not included in the analysis of data.

One hundred and twenty questionnaires were distributed to recent graduates of vocational-technical training programs. Sixty-four questionnaires were sent to those completing C.E.T.A. training programs between July and December of 1977, forty were sent to August 1977 graduates of the Jefferson Parish Vocational-Technical School and sixteen were distributed to recent graduates of local proprietary schools. The distribution of the questionnaire is discussed in detail in Chapter III.

Fifty-five individuals, representing forty-six percent of those being sent questionnaires responded to the survey. A description of the respondents follows.

A. Characteristics of Respondents

Each respondent was asked to list his or her current occupation as well as the area of training. Only one person did not respond to this question. The following table shows the employment of the respondents.

TABLE - VII
OCCUPATIONAL DISTRIBUTION OF RESPONDENTS

<u>Occupational Category</u>	<u>Male Respondents</u>	<u>Female Respondents</u>
Air Conditioning/Refrigeration	2	--
Auto Mechanics	3	--
Commercial Artist	1	--
Computer Programmer	1	--
Deckhand	1	--
Electronic Technician	1	--
Furniture Repairer	1	--
General Business/Accounting	3	2
Maintenance Employee	3	--
Welder	7	--
Cashier	--	3
Cosmetologist	--	1
Dietetic Assistant	--	2
Hotel/Motel Operations	--	4
Office Occupations	--	15
Practical Nurse	--	4

The responses came from thirty-one women and twenty-four men. The largest occupational category represented is office occupations which includes people trained as receptionists, clerks, typists, stenographers, and secretaries. All fifteen respondents in this category were women. The second largest occupational category represented is welding with a total of seven male respondents. Welding includes people trained as tackers through certified welders.

Over seventy-nine percent of the respondents were between the ages of twenty and thirty-five. There were only 5.7 percent of the respondents under age twenty, 34 percent were between twenty and twenty-five, just over forty-five percent were between twenty-six and thirty-five. The remaining fifteen percent were over thirty-five. Thus, the 60 percent of the respondents who are above twenty-five are significantly older than the majority of individuals attending post secondary programs.

The respondents were asked to give their racial and ethnic background, if they so desired.

Ninety-one percent of the respondents answered this question. Of those answering this question, forty-six percent were white, forty-six percent were black and eight percent were oriental. Only one respondent indicated being of Spanish origin.

Other characteristics of the participants are seen in the responses on employment, salary and management which follow.

As part of the questionnaire, the respondents were asked several questions about their current employment status and about several aspects of gaining employment.

The vast majority of the respondents have been employed full time since completing their training, as indicated in the table which follows:

TABLE VIII
EMPLOYMENT SINCE TRAINING

	Males	Females
(1) Employed Full Time	81%	76.7%
(2) Employed Part Time	0%	16.7%
(3) Unable To Find Employment	4.8%	0%
(4) Continuing Education	14.3%	0%
(5) Combinations of 2 & 4 or 3 & 4	0%	6.7%

As to how they acquired their current occupations, the respondents' replies show that 29.6 percent found their jobs through "word-of-mouth" sources, 18.5 percent found jobs through placement services connected with their training programs, 13 percent located their jobs through newspaper ads, and only 5 percent found jobs through employment agencies. The remaining 33 percent of the respondents, including the 14.8 percent who are not working, did not find jobs through any of the means mentioned previously.

In order to obtain their employment, the respondents' replies show that 88.9 percent were interviewed by the employers before being hired.

Louis Harris Associates recently conducted a poll in which workers were asked to rate their employers' performance in several areas. The workers rated communication between the employers and employees the lowest.

In fact, thirty-nine percent of the employees who responded to the Harris poll rated their employers negatively in this area.⁶

The Harris information confirms the data received in this study. Educators and employers feel that oral communication is important and employees concur. When asked to rate their oral communication ability in regard to its effect on job performance and job satisfaction, 80 percent of the employees who responded to the questionnaire felt that ability in oral communications had moderate to significant effect on job performance and job satisfaction. One legal secretary who responded stated that communication skills "are needed to be able to communicate with people on all levels."

A cosmetologist felt, "before you can begin to work with a client you must be able to communicate and find out what they do and what their personal likes are."

A compressor mechanic felt communication is important and said, "As long as I do work for other men, I should communicate for better understanding to improve my ability to do work."

One foreign students said, "Now my English is not as good as I need for my current job and, of course, to get a better job." He is currently working as a deck hand on a harbor tug. Most of the non-native Americans voiced the same sentiment. Even if they finished a training program jobs were difficult to find because of their lack of English communication skills.

⁶Potts, Mark, "Changes in Workplace Can Boost Productivity, Professionals Say," The New Orleans Times Picayune, November 23, 1978, p.41.

One respondent who felt communication skills were not important for him to get a job and to do well at work provided a comment. This young mechanic said, "No, the type of work that I do requires more physical work than communication."

An electronic technologist states, "A person has to be able to communicate well so that he can be able to properly present himself to the employer (sell himself). Communication is also important with fellow employees (especially in a technical field) in order to insure efficiency, reliability, and to avoid costly mistakes."

B. Respondents Perceptions of Training and the Development of Communication Skills

When the respondents were asked if their job training did anything to improve their speaking and listening skills, nearly seventy-six percent said "yes", 14.8 percent said "no" and 9.3 percent were "not sure." The table which follows shows the difference between male and female responses.

TABLE IX

DID TRAINING IMPROVE COMMUNICATION?

Responses	Males	Females	Totals
Yes	66.7	83.3	75.9
No	23.8	6.7	14.8
Not Sure	9.5	10.0	9.3

The respondents were asked, "Do you feel that there is any connection between your communication skills and the ability to get a job and do well at work?"

Almost seventy percent of the respondents said "yes" over thirteen percent said "no" and nearly seventeen percent either did not respond to this question or else were not sure if there was a connection.

This survey was sent to recent (within the last year) graduates of vocational-technical training programs. Therefore, it can be surmised that employees who are currently employed following these training programs will not have reached their maximum potential in management positions. Yet, when asked to rate their jobs as to its level of supervision, the respondents replies were as follows:

TABLE X
LEVEL OF MANAGEMENT IN ORGANIZATION

	Percent
Top Level Management	2
Mid-Management	14.0
Supervisory	20.0
Non-Supervisory	64.0

There was a considerable difference between the male and female replies to this question. See the responses below.

TABLE XI
DIFFERENCE IN MANAGEMENT LEVELS BETWEEN MEN AND WOMEN

Level	Male Percent	Female Percent
Top Management	4.8	0
Mid-Management	4.8	22.0
Supervisory	28.6	11.1
Non-Supervisory	61.9	67.7

As indicated in the information concerning management levels, these people have been working in the vocational-technical area for which they were trained for one year or less, therefore it can be assumed that they have not reached their maximum potential income. Here again, there is a large discrepancy between the responses of men and women. See Table XII.

TABLE XII
SALARIES OF VOCATIONAL-TECHNICAL EMPLOYEES (ONE YEAR OR LESS EXPERIENCE)

Salary Range	Percent		
	Men	Women	Total
\$0-5000	13.1	34.6	26
\$5001-10,000	31.8	61.5	46
\$10,001-15,000	22.7	3.8	14
\$15,001-	31.8	0	14

C. The Employees Responses to the Seventeen Competency Statements.

The employees were given the same list of the seventeen selected oral communication competencies as was sent to the educators and employers. First the employees were asked to rate their training in each competency.

The choices for responses were: (1) Considerable training in this skill, (2) Moderate training in this skill, (3) No training in this skill, or (4) I gained this skill, but not as part of my vocational education. Next the recipients of the questionnaire were asked to indicate how these skills relate to their current or anticipated employment. The possible responses for each of the seventeen stated competencies were (1) Not needed for current job; (2) Needed for current job; (3) Needed for

promotion to a higher level job in this field; and, (4) Needed for future career advancement.

The seventeen tables which follow, show the responses received from the employees on each of the competency statements.

TABLE XIII

EMPLOYEE RESPONSES TO COMPETENCY 1*"COMMUNICATE DIRECTIONS CLEARLY"

A. Training

		Considerable Training in This Skill			
Total Response:	28.2	38.5	7.7	25.6	
Female Response:	33.3	41.7	4.2	20.8	
Male Response	25.0	25.0	16.7	33.3	

B. Relation to Employment:

		Not Needed for Current Job			
Total Response:	16.7	47.6	11.9	11.9	11.9
Female Response:	15.4	57.7	11.5	3.8	11.9
Male Response:	20.0	33.3	13.3	20.0	13.3

Combinations 2,3, & 4

*All responses shown in percentage.

TABLE XIV

EMPLOYEE RESPONSES TO COMPETENCY 2"LISTEN TO OTHERS, UNDERSTAND DIRECTIONS GIVEN BY OTHERS."

A. Training						
		Considerable Training in This Skill				
		Moderate Training in This Skill				
		No Training in This Skill				
		I Gained This Skill, but Not as Part of My Vocational Education				
Total Response:		35.9	33.3	10.3	20.5	
Female Response:		41.7	37.5	8.3	12.5	
Male Response		33.3	16.7	16.7	33.3	
B. Relation to Employment:						
		Not Needed for Current Job				
		Needed for Current Job				
		Needed for Promotion to Higher Level Job in This Field				
		Needed for Future Career Advancement				
		Combinations 2,3, & 4				
Total Response:		15.0	52.5	10.0	10.0	12.5
Female Response:		11.5	61.5	7.7	7.7	11.5
Male Response:		23.1	38.5	15.4	7.7	15.4

TABLE XV

EMPLOYEE RESPONSES TO COMPETENCY 3"COMMUNICATE IDEAS TO CO-WORKERS"

A. Training					
		Considerable Training in This Skill			
Total Response:	28.9	31.6	5.3		
Female Response:	34.8	39.1	4.3		
Male Response	16.7	16.7	8.3		
		Moderate Training in This Skill			
Total Response:	28.9	31.6	5.3		
Female Response:	34.8	39.1	4.3		
Male Response	16.7	16.7	8.3		
		No Training in This Skill			
Total Response:	28.9	31.6	5.3		
Female Response:	34.8	39.1	4.3		
Male Response	16.7	16.7	8.3		
		I Gained This Skill, but Not as Part of My Vocational Education			
Total Response:	28.9	31.6	5.3		
Female Response:	34.8	39.1	4.3		
Male Response	16.7	16.7	8.3		
B. Relation to Employment:					
		Not Needed for Current Job			
Total Response:	17.1	46.3	14.6		
Female Response:	15.4	57.7	7.7		
Male Response:	21.4	28.6	28.6		
		Needed for Current Job			
Total Response:	17.1	46.3	14.6		
Female Response:	15.4	57.7	7.7		
Male Response:	21.4	28.6	28.6		
		Needed for Promotion to Higher Level Job in This Field			
Total Response:	17.1	46.3	14.6		
Female Response:	15.4	57.7	7.7		
Male Response:	21.4	28.6	28.6		
		Needed for Future Career Advancement			
Total Response:	17.1	46.3	14.6		
Female Response:	15.4	57.7	7.7		
Male Response:	21.4	28.6	28.6		
		Combinations 2,3, & 4			
Total Response:	17.1	46.3	14.6		
Female Response:	15.4	57.7	7.7		
Male Response:	21.4	28.6	28.6		

TABLE XVI

EMPLOYEE RESPONSES TO COMPETENCY 4"ASK QUESTIONS WHEN IN DOUBT WITHOUT HESITATION"

A. Training

			Considerable Training in This Skill			
Total Response:	43.6	17.9	10.3	28.2		
Female Response:	45.8	20.8	12.5	20.8		
Male Response	41.7	8.3	8.3	41.7		
B. Relation to Employment:						
	Not Needed for Current Job	Needed for Current Job	Needed for Promotion to Higher Level Job in This Field	Needed for Future Career Advancement	Combinations 2,3, & 4	
Total Response:	17.5	52.5	7.5	10.0	12.5	
Female Response:	15.4	57.7	7.7	7.7	11.5	
Male Response:	23.1	46.2	7.7	7.7	15.4	

TABLE XVII
EMPLOYEE RESPONSES TO COMPETENCY 5
"COMMUNICATE DIRECTIONS USING DIFFERENT WORDS
AND IDEAS WHEN LISTENERS MISUNDERSTAND"

A. Training

	Considerable Training in This Skill	Moderate Training in This Skill	No Training in This Skill	I Gained This Skill, but Not as Part of My Vocational Education
Total Response:	42.1	26.3	13.2	18.4
Female Response:	45.8	33.3	12.5	8.3
Male Response	33.3	16.7	16.7	33.3

B. Relation to Employment:

	Not Needed for Current Job	Needed for Current Job	Needed for Promotion to Higher Level Job in This Field	Needed for Future Career Advancement	Combinations 2,3, & 4
Total Response:	22.5	47.5	7.5	10.0	12.5
Female Response:	19.2	53.8	7.7	7.7	11.5
Male Response:	30.8	38.5	7.7	7.7	15.4

TABLE XVIII

EMPLOYEE RESPONSES TO COMPETENCY 6"RESPOND TO QUESTIONS ASKED BY OTHERS"

A. Training					
		Considerable Training in This Skill	Moderate Training in This Skill	No Training in This Skill	I Gained This Skill, but Not as Part of My Vocational Education
Total Response:		40.5	18.9	16.2	24.3
Female Response:		45.8	25.0	12.5	16.7
Male Response		27.3	9.1	27.3	36.4
B. Relation to Employment:					
	Not Needed for Current Job		Needed for Current Job	Needed for Promotion to Higher Level Job in This Field	Needed for Future Career Advancement
Total Response:	15.0	55.0	12.5	10.0	7.7
Female Response:	11.5	61.5	11.5	7.7	7.7
Male Response:	23.1	46.2	15.4	7.7	7.7
					Combinations 2,3, & 4

TABLE XIX
EMPLOYEE RESPONSES TO COMPETENCY 7

"COMMUNICATE PERSONAL ENTHUSIASM FOR WORK TO BE DONE"

A. Training					
			Considerable Training in This Skill		
Total Response:	27.0	27.0	Moderate Training in This Skill		
Female Response:	33.3	25.0	No Training in This Skill		
Male Response	18.2	27.3	I Gained This Skill, but Not as Part of My Vocational Education		
		16.2			
		25.0			
		36.4			
B. Relation to Employment:					
			Not Needed for Current Job		
Total Response:	25.0	42.5	Needed for Current Job		
Female Response:	19.2	53.8	Needed for Promotion to Higher Level Job in This Field		
Male Response:	38.5	23.1	Needed for Future Career Advancement		
		7.7			
		15.4			
		15.4	Combinations 2,3, & 4		
		10.0			
		7.7			

TABLE XX

EMPLOYEE RESPONSES TO COMPETENCY 8"AVOID THE USE OF INAPPROPRIATE OR ABUSIVE LANGUAGE"

A. Training					
		Considerable Training in This Skill			
Total Response:	35.1	27.0	16.2	21.6	
Female Response:	45.8	33.3	8.3	12.5	
Male Response	9.1	18.2	36.4	36.4	
B. Relation to Employment:					
		Not Needed for Current Job	Needed for Current Job	Needed for Promotion to Higher Level Job in This Field	Needed for Future Career Advancement
Total Response:	15.0	60.0	10.0	7.5	7.5
Female Response:	15.4	61.5	11.5	3.8	7.7
Male Response:	15.4	61.5	7.7	7.7	7.7
					Combinations 2,3, & 4

TABLE XXI

EMPLOYEE RESPONSES TO COMPETENCY 9

"CAN TALK BEFORE A GROUP OR IN-A-ONE-TO-ONE SETTING AND
PRESENT INFORMATION CLEARLY, ACCURATELY, AND INTERESTINGLY"

A. Training

	Considerable Training in This Skill	Moderate Training in This Skill	No Training in This Skill	I Gained This Skill, but Not as Part of My Vocational Education
Total Response:	27.0	35.1	18.9	18.0
Female Response:	33.3	45.8	16.7	4.2
Male Response	18.2	18.2	18.2	45.5

B. Relation to Employment:

	Not Needed for Current Job	Needed for Current Job	Needed for Promotion to Higher Level Job in This Field	Needed for Future Career Advancement	Combinations 2,3, & 4
Total Response:	27.5	37.5	15.1	12.5	7.5
Female Response:	23.1	50.0	11.5	7.7	7.7
Male Response:	38.5	15.4	23.1	15.4	7.7

TABLE XXII
EMPLOYEE RESPONSES TO COMPETENCY 10
"RESPECT THE IDEAS COMMUNICATED BY OTHERS"

A. Training					
		Considerable Training in This Skill	Moderate Training in This Skill	No Training in This Skill	I Gained This Skill, but Not as Part of My Vocational Education
Total Response:	35.1	24.3	13.5	27.0	
Female Response:	41.7	29.2	8.3	20.8	
Male Response	18.2	18.2	27.3	36.4	
B. Relation to Employment:					
	Not Needed for Current Job	Needed for Current Job	Needed for Promotion to Higher Level Job in This Field	Needed for Future Career Advancement	Combinations 2,3, & 4
Total Response:	20.0	52.5	10.0	10.0	7.5
Female Response:	19.2	57.7	11.5	3.8	7.7
Male Response:	23.1	46.2	7.7	15.4	7.7

TABLE XXIII
EMPLOYEE RESPONSES TO COMPETENCY 11
"TAKE ORAL CRITICISM WELL"

A. Training						
		Considerable Training in This Skill				
Total Response:	30.6	33.3	22.2	13.9		
Female Response:	33.3	37.5	20.8	8.3		
Male Response	20.0	30.0	30.0	20.0		
B. Relation to Employment:						
		Not Needed for Current Job				
Total Response:	20.5	48.7	12.8	10.3	7.7	
Female Response:	15.4	57.7	15.4	3.8	7.7	
Male Response:	33.3	33.3	8.3	16.7	8.3	
		Needed for Current Job				
		Needed for Promotion to Higher Level Job in This Field				
		Needed for Future Career Advancement				
		Combinations 2,3, & 4				

TABLE XXIV

EMPLOYEE RESPONSES TO COMPETENCY 12"MANAGE DISRUPTIVE BEHAVIOR AND CONFLICTS IN A RATIONAL, LOGICAL MANNER"

A. Training

	Considerable Training in This Skill	Moderate Training in This Skill	No Training in This Skill	I Gained This Skill, but Not as Part of My Vocational Education
Total Response:	24.3	29.7	18.9	24.3
Female Response:	29.2	37.5	16.7	16.7
Male Response	9.1	18.2	27.3	45.5

B. Relation to Employment:

	Not Needed for Current Job	Needed for Current Job	Needed for Promotion to Higher Level Job in This Field	Needed for Future Career Advancement	Combinations 2,3, & 4
Total Response:	20.0	45.0	12.5	12.5	10.0
Female Response:	19.2	46.2	19.2	7.7	7.7
Male Response:	23.1	46.2	15.4	15.4	0

TABLE XXV

EMPLOYEE RESPONSES TO COMPETENCY 13"COMMUNICATE WITH INDIVIDUAL SUBORDINATES ABOUT THEIR NEEDS AND PROGRESS"

A. Training

	Considerable Training in This Skill	Moderate Training in This Skill	No Training in This Skill	I Gained This Skill, but Not as Part of My Vocational Education
Total Response:	27.8	36.1	11.1	25.0
Female Response:	25.0	45.8	12.5	16.7
Male Response	30.0	20.0	10.0	40.0

B. Relation to Employment:

	Not Needed for Current Job	Needed for Current Job	Needed for Promotion to Higher Level Job in This Field	Needed for Future Career Advancement	Combinations 2,3, & 4
Total Response:	28.2	38.5	15.4	10.3	7.7
Female Response:	23.1	53.8	15.4	3.8	3.8
Male Response:	41.7	8.3	16.7	16.7	16.7

TABLE XXVI
EMPLOYEE RESPONSES TO COMPETENCY 14

"COMMUNICATE WITH SUPERIORS ABOUT PROBLEMS AND DIFFICULTIES
 WITHOUT 'TELLING TALES' OR TEARING DOWN CO-WORKERS."

A. Training						
		Considerable Training in This Skill	Moderate Training in This Skill	No Training in This Skill	I Gained This Skill, but Not as Part of My Vocational Education	
Total Response:		27.8	33.3	11.1	27.8	
Female Response:		37.5	37.5	12.5	12.5	
Male Response		9.1	27.3	9.1	54.5	
B. Relation to Employment:						
	Not Needed for Current Job					
Total Response:	17.9		46.2	12.8	12.8	10.3
Female Response:	19.2		53.8	11.5	7.7	7.7
Male Response:	16.7		33.3	16.7	16.7	16.7
	Needed for Current Job					
	Needed for Promotion to Higher Level Job in This Field					
	Needed for Future Career Advancement					
	Combinations 2,3, & 4					

TABLE XXVII

EMPLOYEE RESPONSES TO COMPETENCY 15

"ARTICULATE AND PRONOUNCE WORDS CLEARLY SO OTHERS CAN UNDERSTAND"

A. Training					
		Considerable Training in This Skill			
Total Response:	34.3	22.9	20.0	22.9	
Female Response:	43.5	30.4	13.0	13.0	
Male Response	18.2	9.1	36.4	36.4	
B. Relation to Employment:					
		Not Needed for Current Job			
Total Response:	12.5	50.0	17.5	7.5	12.5
Female Response:	11.5	57.7	15.4	3.8	15.4
Male Response:	15.4	38.5	23.1	7.7	15.4
		Needed for Current Job			
		Needed for Promotion to Higher Level Job in This Field			
		Needed for Future Career Advancement			
		Combinations 2,3, & 4			

TABLE XXVIII
EMPLOYEE RESPONSES TO COMPETENCY 16

"ANSWER THE COMPANY PHONE AND IDENTIFY SELF AND COMPANY"

A. Training					
			Considerable Training in This Skill		
Total Response:	38.2	26.5	14.7	20.6	
Female Response:	50.0	33.3	8.3	8.3	
Male Response	11.1	11.1	33.3	44.4	
B. Relation to Employment:					
		Not Needed for Current Job	Needed for Current Job	Needed for Promotion to Higher Level Job in This Field	Needed for Future Career Advancement
Total Response:	27.5	45.0	5.0	12.5	10.0
Female Response:	15.4	53.8	7.7	11.5	11.5
Male Response:	53.8	30.8	0	7.7	7.7
					Combinations 2,3, & 4

TABLE XXIX

EMPLOYEE RESPONSES TO COMPETENCY 17"RECEIVE AND RECORD PHONE MESSAGES ACCURATELY"

A. Training						
		Considerable Training in This Skill				
		Moderate Training in This Skill				
		No Training in This Skill				
		I Gained This Skill, but Not as Part of My Vocational Education				
Total Response:		38.2	17.6	23.5	20.6	
Female Response:		43.5	26.1	13.0	17.4	
Male Response		30.0	0	50.0	20.0	
B. Relation to Employment:						
		Not Needed for Current Job				
		Needed for Current Job				
		Needed for Promotion to Higher Level Job in This Field				
		Needed for Future Career Advancement				
		Combinations 2,3, & 4				
Total Response:		25.6	43.6	10.3	12.8	7.7
Female Response:		12.0	56.0	12.0	8.0	12.0
Male Response:		53.8	23.1	7.7	15.4	0

The six competencies which were found to be most significant by the educators and employers were relatively important to the employees also.

The most important competency to the educators and employees was, "Listen to Others, Understand Directions Given by Others." The responses of the employees show that 89.7% of the respondents have at least moderate training in this skill. While 69.2% of the group acquired this skill in their training program, an additional 20.5% gained this skill elsewhere. Among the female respondents, 79.2% gained this skill in training while only 12.5% acquired this skill elsewhere. The men showed a different response. Only fifty percent of the men acquired this skill while in a training program, yet another 33.3% acquired this skill elsewhere. (See Table XIV).

Fifty-two and a half percent of the respondents state that the ability to "Listen to Others and Understand Directions" is needed for their current job. Significantly more women (61.5%) than men (38.5%) felt this skill is needed for their current job. Only 7.7% of the women felt they needed this skill for advancement beyond their current job, but 15.4% of the men felt the need.

The second most important skill according to the educators and employers is the ability to "Ask Questions When in Doubt Without Hesitation." The employee respondents indicate that 89.7% have had at least moderate training in this skill and 52.5% indicate that this skill is needed for their current job. (See Table XVI)

While the educators and employers felt that the ability to "Communicate Directions Clearly," was the third most needed skill, the employees felt less need for this skill than for some of the others. Only 47.6% of the respondents felt that this skill was needed for their current job (See Table XIII). Yet 92.3% had received moderate to considerable training in this skill, a higher percentage than in most of the other competencies.

The fourth most needed skill according to the educators and employers is the ability to "Respond to Questions Asked by Others." Fifty-five percent of the employees who responded claimed this skill was needed for their current job, a higher percentage than for any of the other top six competencies. Yet only 83.7% of the respondents had moderate to considerable training in this skill. (See Table XVIII)

The ranking of the educators and employers responses to the next two competencies was the same. Their responses indicated that the ability to "Communicate Ideas to Co-Workers" and to "Articulate and Pronounce Words Clearly So Others Can Understand", were the fifth and sixth most needed communication skills.

The employees who responded had a somewhat different view. Only 46.3% of the respondents felt that the ability to communicate with co-workers was needed for their current job. Here there was a large difference between the views of males and females. The responses show that 57.7% of the women need this skill on current jobs, but only 28.6% of the men do. In spite of this lower need, 94.7% of the respondents

felt that they had moderate to considerable training in this skill. Over half of the men, 58.3%, felt they acquired this skill outside of their vocational training program. (See Table XV).

Exactly fifty percent of the employee respondents felt that the ability to "Articulate and Pronounce Words Clearly So Others Can Understand" was needed for their current job. Of the females who responded, 57.7% felt they needed this skill for their current job and 17.5% felt it would be needed for promotions to higher levels. The male response showed that while only 38.5% of them needed this skill in their current job, 23.1% saw the need for this skill in order to be promoted.

The respondents indicated that just over eighty percent had acquired this skill. The females had a much higher percentage of training in this area. Nearly eighty-seven percent of the women and only sixty-four percent of the men had acquired this skill. (See Table XXVIII)

Finally, a rank order comparison of the responses given by educators, employers and employees to the seventeen oral communication competency statements was made. It shows that while some rankings coincide, there are several notable differences in the priorities of each of the three groups. (See Table XXX)

The most significant difference is seen in the employees' number one ranking, "Avoid the Use of Inappropriate or Abusive Language." Both educators and employers ranked this as number twelve.

From the viewpoint of the employees, "Respect for the Ideas Communicated by Others" tied for third in needed competencies, but to educators this ranked as a very low sixteenth and employers ranked this as twelfth in importance.

The employers and employees placed the ability to "Communicate Ideas to Others" as tenth, while the educators placed this in the top one-third with a five ranking.

Educators ranked the need to "Take Oral Criticism Well" a low fifteenth, but employers ranked this sixth and employees ranked this seventh.

There was only one competency statement that all three groups ranked the same. In each group the lowest priority was given to the statement, "Can Talk Before a Group or in a One-to-One Setting and Present Information Clearly, Accurately, and Interestingly."

For five of the competency statements the rankings for each of the three groups were within 2 points of one another. Each of five statements which received the most consistent responses also was rated as one of the top 6 priorities. These statements and the combined rankings follow.

<u>Statement</u>	<u>Combined Rankings</u>
"Listens to others, understands directions given to him/her by others."	1
"Asks questions when in doubt without hesitation."	2
"Responds to questions asked by others."	3
"Articulates and pronounces words clearly so others can understand."	5
"Communicates directions using different words and ideas when listeners misunderstand."	6

Four of the five competency statements shown above are included in the six most needed oral communication competencies as determined by the educators and employers. The fifth statement, "Communicates Directions Using Different Words and Ideas When Listeners Misunderstand," was ranked seventh by the educators and employers.

The competency statement, "Communicates Directions Clearly" was fourth in the combined rankings. Both the educators and employers felt this was the third most needed skill, but the employees listed this competency as number eight.

This information points out that while educators, employers, and employees vary in their priorities for oral communication needs they do, in fact, agree on most of those considered as necessary for gaining and maintaining employment.

TABLE XXX

RANK ORDER COMPARISON OF THE ORAL COMMUNICATION COMPETENCY STATEMENTS

	3 EDUCATOR	3 EMPLOYER	8 EMPLOYEE	4 COMBINED RANK
1. Communicates directions clearly.				
2. Listens to others, understands directions given to him/her by others.	1	1	3	1
3. Communicates ideas to co-workers	5	10	10	7
4. Asks questions when in doubt without hesitation	2	2	3	2
5. Communicates directions using different words and ideas when listeners misunderstand.	7	7	9	6
6. Responds to questions asked by others.	4	4	2	3
7. Communicates personal enthusiasm for work to be done.	12	12	15	15
8. Avoids the use of inappropriate or abusive language.	12	12	1	7
9. Can talk before a group or in a one-to-one setting and presents information clearly, accurately, and interestingly.	17	17	17	17
10. Respects the ideas communicated by others.	16	12	3	12
11. Takes oral criticism well.	15	6	7	9
12. Manages disruptive behavior and conflicts in a regional, logical manner (talks things out).	7	11	12	11
13. Communicates with individual subordinates about their needs and progress.	7	15	6	9
14. Communicates with superiors about problems and difficulties without "telling tales" or tearing down co-workers.	12	9	11	13
15. Articulates and pronounces words clearly so others can understand.	6	5	6	5
16. Answers the company phone and identify self and company.	11	16	12	15
17. Receives and records messages accurately.	10	8	14	13

IV. The Significance of Acquired Skills In The Six Most Needed Oral Communication Competencies As Measured Against Supervisory Level, Salary, Self-perceived Job Performance and Self-perceived Job Satisfaction.

After tabulating all of the responses from educators, employers and employees, an attempt was made to either prove or disprove the null hypothesis, "There is no relationship between the achievement of selected oral communication competencies and the supervisory level, salary, self-perceived job performance and self-perceived job satisfaction among individuals with vocational-technical training.

The employee responses were analyzed to see if a positive or negative correlation exists between the acquisition of the six most needed oral communication competencies stated previously and job satisfaction, management level, and salary. This statistical analysis was done through the use of the Chi Square Measurement, which is a test of statistical significance.⁷ It helps determine whether a systematic relationship exists between two variables. This is done by computing the cell frequencies which would be expected if no relationship is present between the variables. The expected cell frequencies are then compared to the actual values found in the table according to the following formula:

$$\chi^2 = \sum \frac{(f_o^i - f_e^i)^2}{f_e^i}$$

⁷ Statistical Package For The Social Sciences (McGraw-Hill, Inc. New York, 1975) p.223.

where f_o^i equals the observed frequency in each cell, and f_e^i equals the expected frequency calculated as

$$f_e^i = \frac{e_j \cdot r_i}{N}$$

where e_j is the frequency in a respective column marginal, r_i is the frequency in a respective row marginal, and N stands for total number of valid cases.

The greater the discrepancies between the expected and actual frequencies, the larger chi-square becomes. The higher the chi-square value, the less probability there is of obtaining this number purely by chance, therefore, we could conclude the existence of systematic relationship. Chi Square is strictly applicable only for making inferences from sample data to conditions existing in the larger population.⁸

While the conventional level of significance for rejecting the null hypothesis is 5 percent (written as 0.5 level of significance), significance levels of 10 to 20 percent are tolerable in preliminary investigations.⁹ For the purpose of this study only those variables with a chi square value of 4.77295 or greater and a level of significance of .09 or less are considered in the rejection of the null hypothesis.

There are existing differences in the salaries paid to men and those paid to women with the same amount of training. National statistics show that women earn substantially less than men and fail to attain jobs at higher management levels. Women currently make up about forty-one

⁸Ibid, p.224

⁹Isaac, Stephen, and Michael, William B., Handbook In Research and Evaluations, (Robert R. Knapp, San Diego 1972), p.144

percent of the national labor force and yet represent only five percent of the skilled craft workers and twenty-two percent of the managers.

Statistics for Louisiana show that over half of the women between 20 and 44 are in the labor force,¹⁰ yet in no occupational group are the annual wages of women as much as two-thirds those of men employed in similar work.¹¹ To prevent these differences from affecting the correlations in this study, the data for this element are presented separately for males and females.

Tables XXXI and XXXII illustrate the national statistics.

The responses of the males and female employees in regard to the amount of training they received in each of the six most needed communication skills and their need for each of these communication skills on their jobs were measured against the respondents' replies on self-perceived job performance and self-perceived job satisfaction, management supervisory level, and current salary.

The twelve questions in the Employees Survey which pertained to the six most needed oral communications skills, as determined from the Educators and Employers Survey were:

Rate your vocational training in each of these skills

1. Listen to others, understands directions given by him/her by others.
2. Ask questions when in doubt without hesitation.
3. Communicate directions clearly.

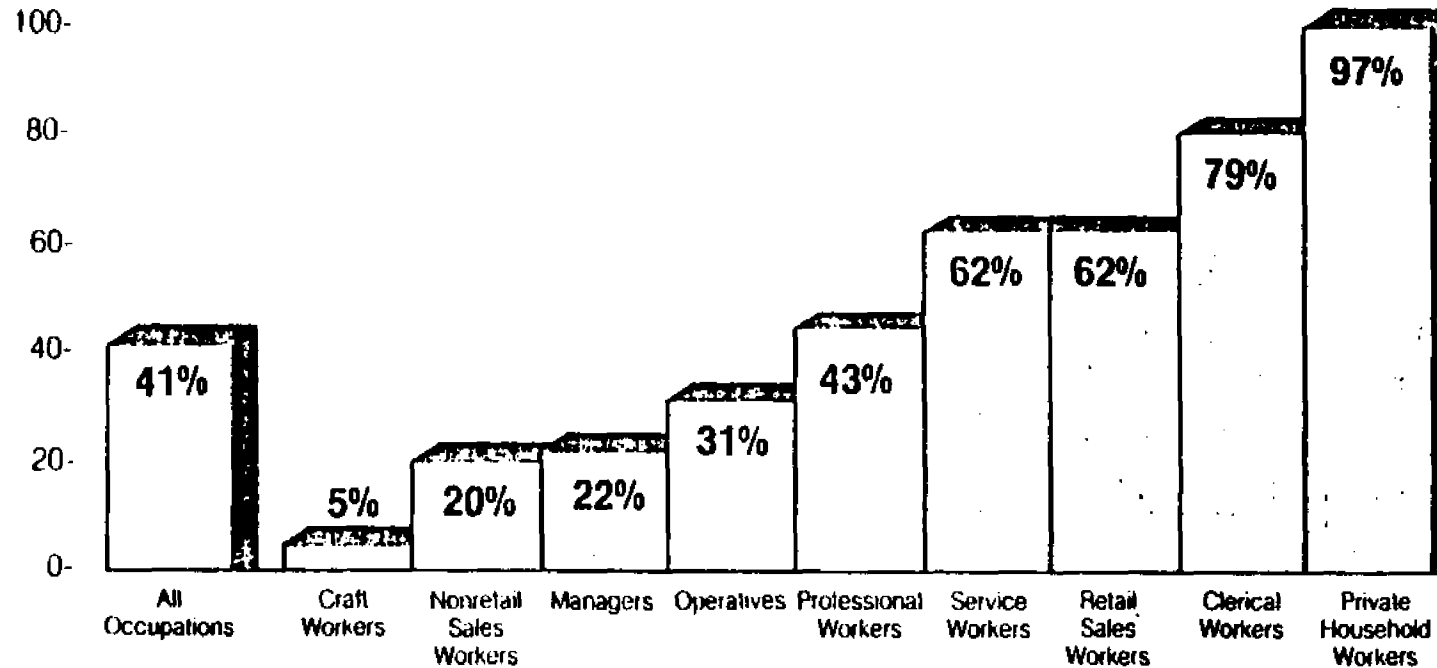
¹⁰Louisiana Working Women (Louisiana Bureau for Women, Office of Human Services, Louisiana Department of Health and Human Resources) December 1977, p.3

¹¹Ibid., p.16

TABLE XXX I

Women Are Underrepresented as Managers and Skilled Craft Workers

Percent of Total Workers

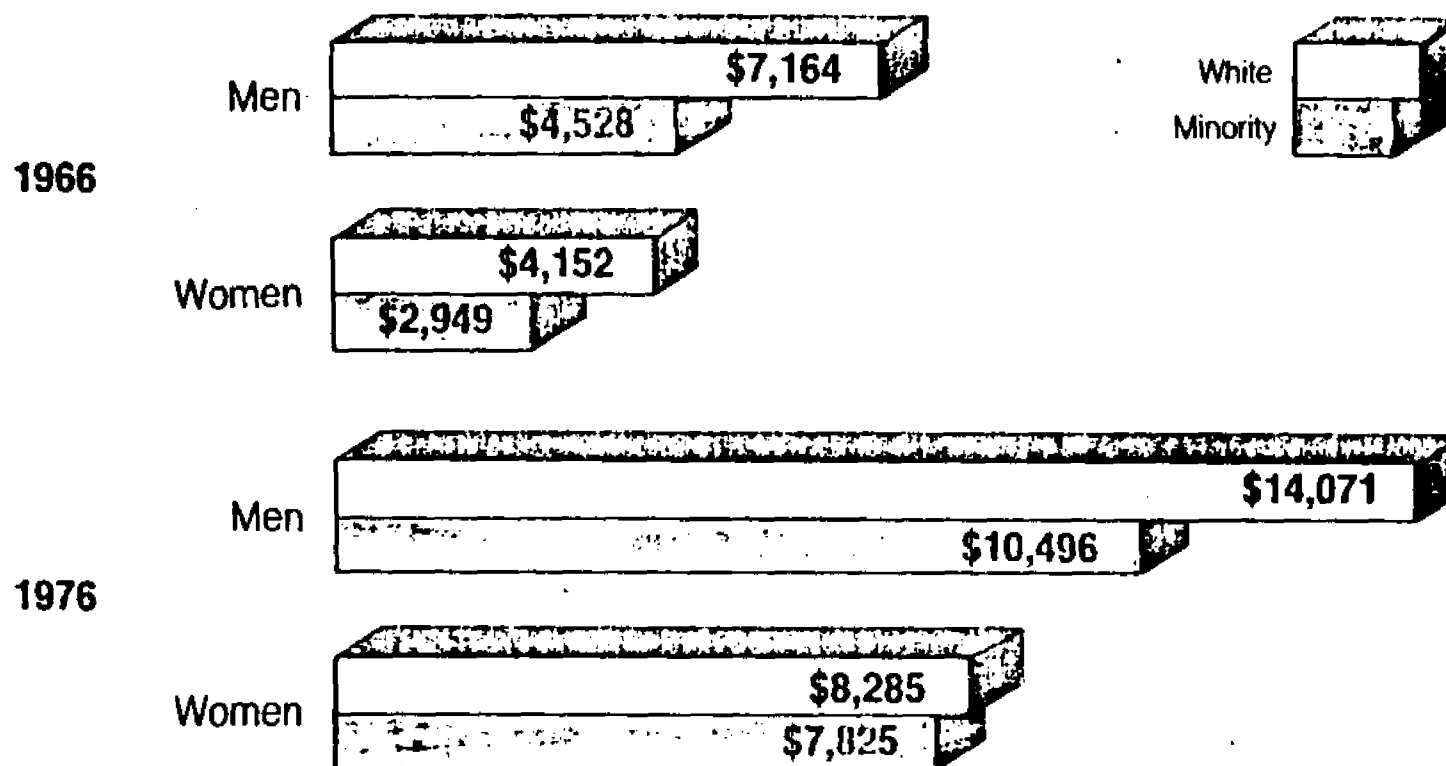


Source: Prepared by the Women's Bureau, Office of the Secretary, from 1977 annual averages data published by the Bureau of Labor Statistics, U.S. Department of Labor.

August 1978

TABLE XXXI I

Fully Employed Women Continue To Earn Less Than Fully Employed Men of Either White or Minority* Races



*Includes all races other than white

Source: Prepared by the Women's Bureau, Office of the Secretary, U.S. Department of Labor, from data published by the Bureau of the Census, U.S. Department of Commerce

August 1978

4. Respond to questions asked by others.
5. Articulate and pronounce words clearly so others can understand.
6. Communicate ideas to co-workers.

They were measured against these three questions:

1. Do you feel that your oral communication ability with co-workers, superiors and subordinates

- _____ (1) has little or no effect on your job performance?
- _____ (2) has little or no effect on your job satisfaction?
- _____ (3) has moderate effect on your job performance?
- _____ (4) has significant effect on your job performance?
- _____ (5) has significant effect on your job satisfaction?

2. Please check the box which best describes your current duties.

- | | |
|--------------------------|---------------------------|
| _____ (1) Top Management | _____ (3) Supervisory |
| _____ (2) Mid-Management | _____ (4) Non-Supervisory |

3. Please indicate your current salary level.

- | | |
|----------------------------------|------------------------------------|
| _____ (1) \$0-5000 yearly | _____ (3) \$10,001-\$15,000 yearly |
| _____ (2) \$5001-\$10,000 yearly | _____ (4) Above \$15,000 yearly |

Eight positive associations were found in the female sample. Five of these had a level of significance at .05 or better. Three had a level of significance at better than .10.

There were five associations with better than a .10 level of significance among the male respondents, four of these had a .05 or less level of significance.

The thirteen associations with levels of significance at better than .10 are shown on Tables XXXIII and XXXIV.

Considering these data, it appears that for at least certain oral communication skills, there is some association perceived by employees between the development of oral communication competencies and job

success as measured by self-perceived performance, self-perceived job satisfaction, salary, or supervisory level.

TABLE XXXIII

CHI SQUARE VALUES OF VARIABLES COMPARED WITH A
SIGNIFICANCE LEVEL OF .10 OR LESS AMONG FEMALE RESPONDENTS

<u>Variables Compared</u>	<u>CHI Square Value</u>	<u>Level of Significance</u>
1. Training in Communicating Directions Clearly By Job Performance and Job Satisfaction.	12.01359	0.01
2. Training in Listening to Others By Job Performance and Job Satisfaction.	13.36020	0.09
3. Training in Communicating Ideas to Co-Workers By Job Performance and Job Satisfaction.	18.43932	0.001
4. Training in Responding to Questions Asked By Others By Job Performance and Job Satisfaction.	12.15758	0.01
5. Training in Articulation and Pronunciation of Words Clearly By Job Performance and Job Satisfaction.	12.53524	0.01
6. Employment Need for Skill in Listening to Others By Job Performance and Job Satisfaction.	4.77295	0.09
7. Employment Need for Responding to Questions By Job Performance and Job Satisfaction.	4.77295	0.09
8. Employment Need for Articulation and Pronunciation of Words Clearly By Job Performance and Job Satisfaction.	4.77295	0.09

TABLE XXXIV

CHI SQUARE VALUES OF VARIABLES COMPARED WITH A
SIGNIFICANCE LEVEL OF .10 OR LESS AMONG MALE RESPONDENTS.

<u>Variables Compared</u>	<u>CHI Square Value</u>	<u>Level of Significance</u>
1. Training in Communicating Ideas to Co-Workers By Level of Management	13.00000	.01
2. Training in Asking Questions When In Doubt By Level of Management	13.32500	.009
3. Training in Asking Questions When In Doubt by Salary Level	11.03030	.08
4. Employment Need for Communicating Directions Clearly By Salary Level	8.12308	.04
5. Employment Need for Communicating Ideas to Co-Workers By Salary Level	7.50000	.05

CHAPTER V

CONCLUSION

The data analyzed and the conclusions reached herein are the results of mail surveys and personal interviews held with educators, employers, and employees in the New Orleans Metropolitan area and reflect the views of over one hundred individuals.

There were certain limitations in this study which could not be controlled. The various personal backgrounds, working conditions, education, and learning abilities affected individuals' perceptions of the need for good communication skills. The use of the questionnaire limited feedback to some extent. The respondents, in some cases, may have misinterpreted certain words or phrases. The fact that many responses were structured for categorical answers to allow statistical analysis of data limited to some degree the range of information that might have been gathered.

Given the circumstances of this study, the results reflect the perception of three significant groups of people in one specific geographical area. Thus, this study was descriptive by nature.

In spite of these limitations and the use of a mail questionnaire with its inherent weaknesses, several conclusions can be drawn from the data generated in this study.

First, the people who train and prepare individuals for employment, the people who hire individuals to work in occupations requiring vocational-technical training and the individuals who are employed in vocations requiring skills training all indicated that there is a

need for the development of good oral communication skills among vocational-technical trained employees. None of the respondents indicated that the development of certain oral communication skills were not necessary for job satisfaction and gaining and maintaining employment.

However, the priorities varied on which oral communication competencies were most needed, depending on the viewpoint or needs of the respondents.

In spite of this expressed need for good oral communication skills among vocationally-technically trained workers, the review of the current programs and the interviews with teachers and program directors revealed little attempt to train future workers in oral communications. It appears, that in many programs, the emphasis on training a person to perform a given job has become so specialized that the total vocational environment may not be seen.

The null hypothesis, "There is no relationship between the achievement of selected oral communication competencies and the supervisory level, salary, self-perceived job performance and self-perceived job satisfaction among individuals with vocational-technical training," had to be rejected. The educators and employers who responded to this study and whose responses were used to determine the six most needed oral communication skills indicated that there is a need for vocational-technical employees to have certain skills in oral communications.

The responses of the employees as to the amount of training acquired in each of the six most needed oral communication skills and the need for these six skills on their current jobs show that there is a positive

correlation between the acquisition of selected oral communication competencies and management level, salary, and self-perceived job performance and satisfaction.

Chi Square tests of statistical significance were computed to determine whether a relationship existed between each of the six oral communication competencies and salary, supervisory level and self-perceived job performance and job satisfaction.

Of the thirty-six variables tested, thirteen of the comparisons yielded correlations which were significant at better than .09 level.

When the employees were asked, if their "training improved their communication," nearly seventy-six percent answered affirmatively; when asked if there was a "connection between communication skills and the ability to get a job and do well at work," seventy percent said yes. This is in keeping with the results of the Economic Impact Evaluation of the Responsibility Language System, Inc.¹ which determined that people with communications training found jobs quicker than students without training.

Dr. Leon Lessinger has stressed the need for every student to know the basic skills without which he would fail in a modern society,² yet

¹Jack B. Schmitt, Economic Impact Evaluation of the Responsible Language System, Inc. Atlanta, July 1977.

²Leon Lessinger, Every Kid a Winner, (New York: Simon and Schuster, 1970) p.5.

little evidence of this type of training was discovered in the review of vocational programs. Laura Lemoine, in her study, found that businessmen ranked high effective interviewing, telephoning, listening and leading formal discussions.³ This is in keeping with the fact that Lemoine's and most other communication studies have been done at the college and graduate level.

There is a very real need to further the study of communication skills among those individuals who may never have the need, desire or ability to attend college.

Lemoine raises another major issue. Most classes in communication for business and industry have been done by college business departments in which business educators gave oral communication low priority in business communication courses.⁴ There is a need to encourage college speech departments that are not now doing so to develop oral communication courses fitting the needs of business and industry and to move toward teaching these courses to business majors. At the vocational-technical level, oral communication courses that enhance the specific training needs of skilled workers should be developed and taught by speech educators who understand the oral communication needs of vocational-technical employers and employees.

³Laura Lemoine, The Impact of Speech Training On Oral Communication Performance In Industry As Percieved by Louisiana State University Graduates, 1950-1967, Ph.D. Dissertation, Louisiana State University, 1976.

⁴Ibid., p.21

BIBLIOGRAPHY

A. BOOKS

- Anderson, Scarvia B., Samuel Ball, Richard T. Murphy and Associates. Encyclopedia of Educational Evaluation. San Francisco: Jussey-Bass Publishers. 1976.
- Bloom, Benjamin S. (Ed). Taxonomy of Educational Objectives: Handbook 1, Cognitive Domain. New York: David McKay Company. 1956.
- Borman, Ernest G., Nancy C. Bormann. Effective Small Group Communication. Minneapolis: Burgess Publishing Company. 1972.
- Buehler, E.C., Wil A. Linkugel. Speech, A First Course. New York: Harper and Row Publishers. 1962.
- Dance, Frank E. X., Carl E. Larson. Speech Communication. New York: Holt, Rinehart and Winston, Inc. 1972.
- Drucker, Peter F. Management. New York: Harper and Row. 1974.
- Drucker, Peter F. The Practice of Management. New York: Harper. 1954.
- Erdos, Paul L. Professional Mail Surveys. New York: McGraw-Hill Book Company. 1970.
- Fletcher, Leon. How To Design and Deliver a Speech. New York: Harper & Row Publishers. 1979.
- Gibson, James W. Speech Organization. San Francisco: Rinehart Press. 1971.
- Gibson, James W., Clifton Cornwell. Creative Speech Communication. New York: Macmillan Publishing Co., Inc. 1979.
- Goldhaber, Gerald M. Organizational Communication. Dubuque, Iowa: Wm. C. Brown Company Publishers. 1979.
- Hopper, Robert, Jack L. Whitehead, Jr. Communication Concepts and Skills. New York: Harper and Row, Publishers. 1979.

- Isaac, Stephen. Handbook in Research and Evaluation. San Diego, California: Robert R. Knapp. 1971.
- King, Robert. Fundamentals of Human Communication. New York: MacMillan Publishing Co., Inc. 1979
- Lessinger, Leon. Every Kid a Winner. New York: Simon and Schuster. 1970.
- London, Howard B. The Culture of the Community College. New York: Praeger Publishers. 1978.
- Minnick, Wayne C. Public Speaking. Boston: Houghton Mifflin Company. 1979.
- Nadeau, Ray E. A Modern Rhetoric of Speech Communication, Second Edition. Philippines: Addison-Wesley Publishing Company, Inc. 1972.
- Nie, Norman H., C. Hadlai Hull and others. SPSS Statistical Package for The Social Sciences, Second Edition. New York: McGraw Hill. 1975
- Rummel, J. Francis. An Introduction to Research Procedures In Education. New York: Harper and Row, Publishers. 1964.
- Samovar, Larry A., Jack Mills. Oral Communication, Message and Response. Dubuque: Wm. C. Brown Company, Publishers. 1972.
- Sanford, William Phillips and Willard Hayes Yeager. Effective Business Speech. New York: McGraw-Hill Book Company, Inc. 1960.
- Sathré, Freda S., Ray W. Olson and Clarissa L. Whitney. Let's Talk. Glenview, Illinois. Scott, Foresman and Company. 1977.
- Scheidel, Thomas M. and Laura Crowell. Discussing and Deciding. New York: MacMillan Publishing Co., Inc. 1979.
- Wagner, Guy, Max Hosier, and Mildred Blackman. New York: MacMillan Publishing Co., Inc. 1978
- Walter, Otis M., and Robert L. Scott. Thinking and Speaking. MacMillan Publishing Co., Inc. 1979.
- Wiksell, Wesley. Do They Understand You? New York: The MacMillan Company, 4th Printing. 1967.
- Zelko, Harold P. and Frank E.X. Dance. Business and Professional Speech Communication. New York: Holt, Rhinehart and Winston. 1965.

B. PERIODICALS

- Barton, Grant. "Designing Competency Statements," Instructional Technology, Vol. 17, N.2, (February, 1972), 16-18.
- Bowles, F. D. "Competency-Based Teacher Education? The Houston Story," Educational Leadership, Vol. 30, N.6, (March, 1973), 16.
- "Business Schools Are Major Hiring Source," Nation's Business, (September, 1978), 94F.
- Dedmon, Donald N. "A Comparison of University and Business Communication Practices," The Journal of Communication, XX (September, 1970), 315-322.
- Eckles, Robert W. and Susan A. Eckles. "How to Conduct a Successful Sales Meeting," Louisiana Business Survey, Vol. 10, N.2, (April, 1979), 10-12.
- Freshley, Dwight L. "A Study of the Attitudes of Industrial Management Personnel Toward Communication," The Southern Speech Journal, XXIV, (Summer, 1959), 216-224.
- Hawes, Leonard C. "Elements of a Model for Communication Process" The Quarterly Journal of Speech, Vol. 59, N.1, (February, 1978), 11-21.
- Kramer, Cheris. "Women's Speech: Separate but Unequal?" The Quarterly Journal of Speech, Vol. 60, N. 1, (February, 1974), 14-24.
- Mulac, Anthony and A. Robert Sherman. "Behavioral Assessment of Speech Anxiety," The Quarterly Journal of Speech, Vol. 60, N.2, (April, 1974), 134-143.
- Orlick, Steven C. "Clarity, Care, Competence," Practicing Planner, (December, 1978) 6-14.
- Thompson, Wayne N. "An Assessment of Quantitative Research in Speech," The Quarterly Journal of Speech, LV (February, 1969), 61-68.
- Wall, C. C. and Williams, R. C. "Relating Communications Technology to Competency-Based Education." Educational Technology, Vol. 12, N. 11, pp. 50-52.

C. UNPUBLISHED WORKS

"Adult Functional Competency." The University of Texas at Austin, March 1975.

Angus, Edward L., C. Earl Leininger. "Experiential Learning In a Competence Based Curriculum: The Question of Quality Control of Education Standards." Conference on Quality Control in Higher Education. Antioch College, Columbia, Maryland. November 10-12, 1974.

Brown, Michael. "Educational Goals Statement." Lakeland Community College. Englehard, Minnesota. May 1, 1976.

Competence-Based Curriculum: Statements, Requirements, and Learning Experiences. Mars Hill Community College. Mars Hill, N.C. February 1975.

"Competence Curriculum, Faculty Development and Personal Development." Mars Hill College, Mars Hill, North Carolina. March 1977.

Contract of Emma Spaulding Community College of Vermont. June 30, 1976

Contract of Patricia Day. Community College of Vermont. June 1, 1976.

"Development of Competency-Based Preparation/Performance-Based Certification In Georgia." State Advisory Council for Instructional Services. January 1976.

"Guidelines for Competency-Based Education." Georgia State Department of Education. September 11, 1975.

"Information to Students." Community College of Vermont. Undated.

Johnson, Rita B. and Renee Westcott. "Behaviorally Stated Objectives." Mitchell College, North Carolina, January, 1971.

Knott, Robert E. "Competence-Based Curricula: Procedures and Problems." Mars Hill College. Mars Hill, North Carolina. Undated.

Knott, Robert E. "What is a Competence-Based Curriculum?"
Mars Hill College. Mars Hill, North Carolina.
Undated.

Lemoine, Laura. "The Impact of Speech Training on Oral
Communication Performance in Industry as Perceived by
Louisiana State University Graduates, 1950-1967."
Ph.D. Louisiana State University, 1976.

Louisiana Vocational Goals Study. Loyola University,
New Orleans. 1977.

Miller, Sarah J. 1976 Graduates: A Follow-Up Study.
Delgado College, New Orleans. November, 1977.

Opacinch, Cheryl. Career Graduates and Their Employers.
Catonsville Community College, Catonsville, Md.

Schmitt, Jack B. Economic Impact Evaluation of the Responsible
Language System, Inc. Atlanta. July 1977.

"Statements, Requirements, Learning Experiences." Mars Hill
College. Mars Hill, North Carolina. February 4, 1975.

"Theatre Arts and Speech." Mars Hill College. Mars Hill,
North Carolina.

A P P E N D I C E S

In preparing students in vocational-technical skills, which if any, of the oral communication abilities listed below would be of significant benefit to the student in gaining and maintaining employment in addition to their training in a particular skill?

Please rate each of the statements which follow and add additional statements which you view as necessary.

	Necessary	Highly Desirable	Not Necessary
The student should be able to:			
1. Communicate directions clearly.			
2. Listen to others, understand directions given to him/her by others.			
3. Communicate ideas to co-workers.			
4. Ask questions when in doubt without hesitation.			
5. Communicate directions using different words and ideas when listeners misunderstand.			
6. Respond to questions asked by others.			
7. Communicate personal enthusiasm for work to be done.			
8. Avoid the use of inappropriate or abusive language.			
9. Can talk before a group or in a one-to-one setting and present information clearly, accurately and interestingly.			
10. Respect the ideas communicated by others.			
11. Take oral criticism well.			
12. Manage disruptive behavior and conflicts in a rational, logical manner (talks things out).			
13. Communicate with individual subordinates about their needs and progress.			
14. Communicate with superiors about problems and difficulties without "telling tales" or tearing down others.			

15. Articulate and pronounce words clearly so others can understand.
16. Answer the company phone and identify self and company.
17. Receive and record phone messages accurately

Necessary	Highly Desirable	Not Necessary

Please list any additional oral communication competencies below. If the competencies relate to a specific field, please complete the following.

18.

19.

20.

21.

22.

23.

These competencies are needed in:

Thank you for your cooperation.

Your input will be most useful in determining the outcome of this study.

If you would like a copy of the results, please check. ☐

Name of Person Completing Survey _____

Position or Title _____

Name of School _____

Number of Students Enrolled _____

APPENDIX B

Return Address
Carol S. Hopson

October 18, 1977

Company Address

Dear _____,

I am conducting a doctoral study through the Louisiana State University Department of Speech. The study will seek to discover if there is a correlation between the oral communication skills and job performance of vocationally-technically trained employees. Basically the data gathered will be used to determine if there is evidence that skill training in oral communications affects the job performance of employees, either positively or negatively.

This survey is designed to determine the oral communication skills most needed by vocational-technical employees. Your answers are very important to the accuracy of my research. Your responses, in combination with those of other employers and supervisors, will form a composite profile of needed speaking skills.

A group of vocational-technical educators has been selected to complete a similar survey on which oral communication competencies should be taught as part of vocational-technical education.

It will take only a short time to complete the survey form. A stamped reply envelope is included for your use. Please return the survey form at your earliest convenience. I would appreciate your returning this form within the next two weeks.

Thank you for your help.

Sincerely,

Carol S. Hopson

CSH:dwm

In seeking employees in vocational-technical occupations which, if any, of the oral communication abilities listed below would significantly benefit the person in gaining and maintaining employment in addition to the person's ability in his vocational skill?

Please read each of the statements which follow and rate the statement. Space is provided for you to write in other statements which you view as necessary.

	Necessary	Highly Desirable	Not Necessary
The employee should be able to:			
1. Communicate directions clearly.			
2. Listen to others, understand directions given to him/her by others.			
3. Communicate ideas to co-workers.			
4. Ask questions when in doubt without hesitation.			
5. Communicate directions using different words and ideas when listeners misunderstand.			
6. Respond to questions asked by others.			
7. Communicate personal enthusiasm for work to be done.			
8. Avoid the use of inappropriate or abusive language.			
9. Can talk before a group or in a one-to-one setting and present information clearly, accurately and interestingly.			
10. Respect the ideas communicated by others.			
11. Take oral criticism well.			
12. Manage disruptive behavior and conflicts in a rational, logical manner (talks things out).			
13. Communicate with individual subordinates about their needs and progress.			
14. Communicate with superiors about problems and difficulties without "telling tales" or tearing down co-workers.			

15. Articulate and pronounce words clearly so others can understand.
16. Answer the company phone and identify self and company.
17. Receive and record phone messages accurately.

Necessary	Highly Desirable	Not Necessary

Please list any additional oral communication competencies below. If the competencies relate to a specific field, please identify the field.

18.

19.

20.

21.

22.

23.

These competencies are needed in:

Thank you for your cooperation.

Your input will be most useful in determining the outcome of this study.

If you would like a copy of the results, please check. ☒

Name of Person Completing Survey _____

Position or Title _____

Name of Company _____

Number of Employees in Company _____

APPENDIX C
QUESTIONNAIRE

**

115

NAME: _____

NAME OF VOCATIONAL-TECHNICAL PROGRAM YOU ATTENDED: _____

NAME OF CURRENT EMPLOYER: _____

Date you completed vocational training _____

1. Since completing your vocational training program, you have been--

- _____ (1) employed full time
- _____ (2) employed part time
- _____ (3) unable to find employment
- _____ (4) continuing training in another program

2. If employed, you found your present job through--

- _____ (1) an employment agency
- _____ (2) a placement service connected with the training program
- _____ (3) word-of-mouth
- _____ (4) newspaper ad
- _____ (5) other (Please specify) _____

3. Did your current employer interview you prior to employing you?

- _____ (1) yes
- _____ (2) no

4. If you were interviewed for your job how did you feel about the job interview? (You may check more than one)

- _____ (1) well prepared for the questions asked of me
- _____ (2) well prepared to ask necessary questions
- _____ (3) not well prepared to answer the questions asked of me
- _____ (4) not well prepared to ask questions
- _____ (5) other (Please specify) _____

5. Did your training program include preparation for a job interview?

- _____ (1) Yes, I was well trained for job interviews
- _____ (2) Some mention was made of interviewing techniques
- _____ (3) No, no-one prepared me for the job interview
- _____ (4) Other (Please specify) _____

6. Do you feel that your oral communication ability with co-workers, superiors and subordinates (You may check more than one answer)

- _____ (1) has little or no effect on your job performance?
- _____ (2) has little or no effect on your job satisfaction?
- _____ (3) has moderate effect on your job performance?
- _____ (4) has moderate effect on your job satisfaction?
- _____ (5) has significant effect on your job performance?
- _____ (6) has significant effect on your job satisfaction?

7. Do you feel that your job training did anything to improve your speaking and listening skills?

- _____ (1) yes
- _____ (2) no
- _____ (3) not sure

8. Do you feel that there is any connection between your communication skills and ability to get a job and do well at work? Please Comment:

9. What is your current job? _____

10. Please read the following list of speaking skills and rate your vocational training in each of these skills.

1. Communicate directions clearly.
2. Listen to others, understand directions given by others.
3. Communicate ideas to co-workers.
4. Ask questions when in doubt without hesitation.
5. Communicate directions using different words and ideas when listeners misunderstand.
6. Respond to questions asked by others.
7. Communicate personal enthusiasm for work to be done.
8. Avoid the use of inappropriate or abusive language.
9. Can talk before a group or in a one-to-one setting and present information clearly, accurately and interestingly.
10. Respect the ideas communicated by others.
11. Take oral criticism well.
12. Manage disruptive behavior and conflicts in a rational, logical manner (talk things out).
13. Communicate with individual subordinates about their needs and progress.
14. Communicate with superiors about problems and difficulties without "telling tales" or tearing down co-workers.
15. Articulate and pronounce words clearly so others can understand.
16. Answer the company phone and identify self and company.
17. Receive and record phone messages accurately.

Considerable Training in This Skill (1)	Moderate Training in This Skill (2)	No Training in This Skill (3)	I Gained This Skill, but Not as Part of my Vocational Education (4)

11. The list which follows is the same as the preceding list. This time please indicate how these skills relate to your current job or to your anticipated employment.

1. Communicate directions clearly.
2. Listen to others, understand directions given by others.
3. Communicate ideas to co-workers.
4. Ask questions when in doubt without hesitation.
5. Communicate directions using different words and ideas when listeners misunderstand.
6. Respond to questions asked by others.
7. Communicate personal enthusiasm for work to be done.
8. Avoid the use of inappropriate or abusive language.
9. Can talk before a group or in a one-to-one setting and present information clearly, accurately and interestingly.
10. Respect the ideas communicated by others.
11. Take oral criticism well.
12. Manage disruptive behavior and conflicts in a rational, logical manner (talk things out).
13. Communicate with individual subordinates about their needs and progress.
14. Communicate with superiors about problems and difficulties without "telling tales" or tearing down co-workers.
15. Articulate and pronounce words clearly so others can understand.
16. Answer the company phone and identify self and company.
17. Receive and record phone messages accurately.

Not Needed for Current Job (1)	Needed for Current Job (2)	Needed for Promotion to Higher Level Job in This Field (3)	Needed for Future Career Advancement (4)

12. Please check the box which best describes your current duties.

☐ (1) Top Management
☐ (2) Mid-Management

☐ (3) Supervisory
☐ (4) Non-Supervisory

13. Please indicate your current salary level.

☐ (1) \$0-\$500 yearly
☐ (2) \$5001-\$10,000 yearly

☐ (3) \$10,001 - \$15,000 yearly
☐ (4) Above \$15,000 yearly

14. For statistical purposes would you please complete the following: (Optional)
 Check appropriate space.

Age: ☐ under 20 ☐ 20-25 ☐ 26-35 ☐ Over 35
 Sex: ☐ Male ☐ Female
 Race: ☐ Black ☐ White ☐ Oriental ☐ Other (specify)

COMMENTS:

THANK YOU FOR COMPLETING THIS SURVEY.



APPENDIX D

CITY OF NEW ORLEANS

OFFICE OF THE MAYOR

118

PRIDE BUILDS
NEW ORLEANS

MOON LANDRIEU
MAYOR

March 22, 1978

Ms. Carol S. Hopson
Professional Support Systems
Delgado College
615 City Park Avenue
New Orleans, LA 70119

Dear Carol:

I have read your letter concerning the questionnaire for your doctoral dissertation. There is a need to determine and upgrade the language skills competency level of all citizens in this community. As you are probably aware, this issue was iterated by Mayor Moon Landrieu in Washington recently.

It would probably be to your advantage to contact Ms. Edith Jones, who is the director of Business in Action, the CETA placement agency for the City of New Orleans. Ms. Jones may be reached at 816 Howard Avenue, telephone 523-6733. She should be able to give you any assistance that you may need.

If I can be of any further help in this matter, please let me know.

Yours truly,

Wayne A. Dupre,
Director
Office of Manpower and
Economic Development

WAD:jb

APPENDIX E

LIST OF EDUCATORS RESPONDING TO SURVEY

1. Jacquelyn Lothschuetz
Competency Based Education Specialist - Project PACE
Delgado College
2. Robert W. Phelps
Registrar & Vocational Guidance Counselor
Jefferson Parish West Bank Vocational-Technical School
3. Jack Wornell
Chairman, Dept. of Special Needs
Jefferson Parish Vocational Technical School
4. June P. Tobin
Instructional Developer, Secretary Studies
Delgado College
5. Lawrence Johnson
Principal
John H. Martyn Technical High School
6. Kenneth McManis
Engineering & Industrial Technology Division
University of New Orleans
7. I. Jones
Director of Manpower (Total Community Action)
New Orleans
8. Harry Boyer
Former Assistant Superintendent for Vocational Technical Education
State Department of Education
Baton Rouge, LA
9. Harold Gaspard
Chairman, Radiologic Technology Division
Delgado College
10. Allen D. Torregano
Assistant Professor of Electrical Construction
Delgado Junior College
11. David D. Johnson
Counselor
Slidell Vocational-Technical School

11. John Ard
Assistant Director
Jefferson Parish Vocational Technical School
12. Mel Uzee
Executive Dean, City Park Campus
Delgado College
13. Doris M. Dietrich
Principal
L.E. Rabouin High School
New Orleans
14. John T. Wynn
PACE Grant
Delgado College
15. J. B. Ballard
Manager of Instructional Services
Texas State Technical Institute
16. Walter R. Parker, Jr.
Distributive Education Teacher-Coordinator
John F. Kennedy Senior High School
17. Fred J. Vogel
Professor of Education
University of New Orleans
18. Gene Beyer
Program Coordinator
SER Jobs for Progress
19. Rosa Fay Milnar
Chairman of Educational Programs
Oschner Foundation Hospital
Metairie, LA

APPENDIX F

LIST OF EMPLOYERS RESPONDING TO THE SURVEY

1. Jefferson Parish Department of Sewerage
West Bank
Roy Stewart, Personnel Director
2. Travel Consultants, Inc.
330 International Trade Mart
New Orleans, LA 70130
Lewis Hopkins, Co-Owner
3. Mr. James Bailey, Owner Photography Company
2612 Fourth St.
102-103
Harvey, LA
4. Union Carbide
Taft, LA
Robert Keith Roper
Employment Manager
5. New Orleans Police Department
S. Broad St.
New Orleans, LA
Capt. Louis Caruso
6. J. Ray McDermott
1010 Common
New Orleans, LA
Frank M. Wagar,
Corporate Personnel Director
7. Mrs. Albert A. Lowell, Sec. Treas.
P.O. Box 1328
Slidell, LA
Consulting Engineers & Land Surveyors
8. Veterans' Hospital
1601 Perdido St.
New Orleans, LA
Thomas J. Hogan, Personnel Officer
9. U.S. Department of Justice
D.E.A. - Drug Enforcement Administration
New Orleans, LA
Helen Rosaia, Personnel Assistant

10. Woodward, Wright & Co., LTD.
P.O. Box 60370
451 Howard Ave.
New Orleans, LA
G.O. Rauch, V.P.
11. South Central Bell
John McLaren
31st St.
Kenner, LA
12. Mr. Hal Hopson
Manager
Schwegmann Bros. Groceries
Tall Timbers
13. Thomas J. Hebert
Personnel Assistant
Shipyard Division
Geosource, Inc.
14. New Orleans Public Service, Inc.
317 Baronne St.
New Orleans, LA
John W. Vincent, II
Personnel Assistant

APPENDIX G

The Following List are Comments Taken From the Educators and Employers Responses to the Survey. They are Listed in the Order in Which They were Received.

EDUCATORS

"Need a facility with the vocabulary of the chosen technical field."

"Should be familiar with non-verbal communication techniques."

"This is a skill which requires constant attention and practice by the individual involved. An awareness by the individual of the need in my opinion is the first and most important consideration."

"I believe all the competencies have been covered in this survey."

"Should be able to interpret written communications accurately and transfer such information orally to others. They should receive and record information in face-to-face situations when dealing with customers. Good-will with customers should be promoted at all times."

"Should point out comparative features of different products-Salesmanship. Articulate how additional services will benefit patron-beauty culture. Additional services increase profits. Confidentiality of information by not disclosing to others should be respected - nursing. Explanations of why additional repairs will cut down upkeep cost in long run should be given - auto mechanics."

"Use of correct English (grammar) should be stressed. Correct articulation and pronunciation of words should be given."

"Should master vocabulary and idioms to correctly describe the skill that he (she) can perform. Ability to sell himself and his skills in an interview situation."

"Ability to organize and communicate in a logical manner should be taught. Ability to adapt language to occasion and audience. Use of standard English in business communication should be stressed."

EMPLOYERS

"It is necessary to provide private constructive criticism to subordinates. When in a position of supervision, be able to detect attitude problems, and personal difficulties reflected in a variation of the individual's normal communicative traits. (Particularly when work is effected.) Be a good listener. Communicate concern and understanding. Communicate need for successful completion of assignments, and relate to employee his position in the overall operation. Keep employee informed. Some traits apply mainly to people in supervision. Other traits apply to abilities sought in applicants that would help them "gain and maintain employment." Those traits are additionally needed by the supervisors and managers in addition to 13 and 18 thru 21, but may become necessary rather than just desirable when an employee enters supervision."

"Listen and speak to citizenry ("customers" served) in a tactful and non-abrasive manner."

"As a supervisor the following competencies are necessary:

Provide private constructive criticism to subordinates
Be able to detect attitude problems, and personal
difficulties reflected in a variation of the
individuals normal communicative traits. (Particularly
when work is effected). Be a good listener.
Communicate concern and understanding.
Communicate need for successful completion of assignments,
and relate to employee his position in the overall
operation.
Keep employee informed."

The Following List of Comments are Taken From the Employee Responses to the Survey. Respondents were asked "Do You feel that there is any connection between your communication skills and ability to get a job and do well at work? Please comment:" The Responses are Listed in the Order in Which They were Received.

"As long as I do work for other men I should communicate for better understanding to improve my ability to do work."

"Yes, speaking well and communicating has made my job very easy because there is a lot of oral communicating that aides me in dealing with others."

"Yes, because I work at the SuperDome in the parking area and I communicate with a lot of people."

"Yes, being able to communicate well and have an understanding of communication is a major accessory to obtaining a job and being able to keep one."

"Now-my English is not as good as I need for my current job and, of course, to get a better one."

"Yes, without proper communication it is sometimes difficult to perform some task without direct supervision."

"Yes, the ability to listen well with understanding procedures and requirements enables you to perform the task well."

"No, because during the time that I got the job I was use to working and knew all the things that help me keep a job."

"Before you can begin to work with a client you must be able to communicate and find out what they do and what their personal likes are."

"Yes, skills are needed to be able to communicate with people on all levels."

"I think that it made me feel more secure in my ability to communicate."

"I believe communications of skills and ability play a very important part of getting a job and how well you do it."

"Yes, by the way you present yourself at job interviews and by the way co-workers and subordinates listen and understand you."

"No, the type of work that I do requires more physical work than communication."

"Yes, because I'm not a high school graduate and most of this had a great aspect on getting the job even though I'm qualified for the job."

"Yes, because that is what management wants."

"Yes."

"No."

"It prepares one for an interview in a way the training shows him how to present himself."

"I have to be able to communicate with co-workers and patients to see if they are progressing satisfactorily or if anything is wrong."

"yes I do, but I had already taken courses before I took the vo-tech course, these included listening and communication."

"Communication is an essential skill for my job because of the fact that I am in constant contact with the public by telephone and in personal contact. Knowing how to get along and communicate with others is essential in any field of employment."

"A person has to be able to communicate well so that he can be able to properly present himself to the employer (sell himself). Communication is also important with fellow employees (esp. in a technical field) in order to insure efficiency, reliability and to avoid costly mistakes."

"Communication is necessary in all phases of life listening and speaking to each person in the office is different as each one has to be handled different."

"High school speech helped in getting job and communication skills are a must in nursing."

"Yes, it takes good communication to work well with people and do your job and liking it. You have to be able to communicate with your interviewer."

"Yes, when a personal interview is involved."

"I'm not sure, can you get me another job please."

"No, I can communicate with others well."

"Yes, because you have to know how to explain yourself."

"The first impression you give is through oral communication, from there the employer can form his own opinion, so you really have the advantage, because you can prepare yourself to be the best; then, the employer can't refuse to hire as bright as you."

"Yes! There is a connection between my communication skills and ability to get a job and do well at work. Skills in communications helped me greatly to do what is expected of me, by understanding what is to be done."

"No."

"Yes, there is a connection because if you can't communicate with perspective employers chances of your getting a job are slim, and chances of keeping a job are none."

"Yes, I do. It helps me enjoy at work."

"Yes, because I like working with people seeing new faces and being able to talk to some important people I meet here."

"I think that there is a connection between the communication skills and ability to get a job and do well at work."

"I didn't have ability with that job. Right now I don't have any skills, I just worked at gas station. I really need continue another program."

"I feel if one can communicate with another it makes the job a lot easier for everyone."

"Of course, that is true. If there is not skill or ability the looking for good job very different and this is the big problem."

"Yes."

"Yes, my job involves talking with people. Without my training in communication my job would be harder. I just might not be working there."

"Yes, everyone want to hear someone speak correct and proper."

"Yes, better communication better outlook and understanding."

"Yes, this course prepared me for any field in electronics and gave me a little more confidence to do any job."

VITA

Carol Jane Stein Hopson was born and educated in New Orleans, Louisiana.

After attending Elmhurst College in Elmhurst, Illinois for two years, she received her Bachelor of Arts degree from Louisiana State University in 1961 and her Masters degree in Speech in 1963. She took additional studies at Tulane University and attended the University of Vienna Summer School on a scholarship from the Institute of International Education. Later she returned to L.S.U. as a graduate assistant to work on her doctorate.

She has taught speech and history at the secondary and college levels. Her teaching career includes posts at Marrero Junior High, Morehead State University, Georgia Southern College, Central Texas College, Tulane University and Delgado College. She worked for the Army Education Center in Bindlach, Germany providing basic skills training to Project 100,000 men.

In addition to her teaching assignments, she has worked as an educational consultant planning and developing the Louisiana vocational technical school system. She also led the Project Child Find Study to locate handicapped children, not in school.

She Co-Directed Project S.W.I.M. (Successful Women In The Making), a research and training program for interesting women in non-traditional jobs and was Project Coordinator for an enrichment program for the gifted and talented students in Jefferson Parish. She is a Research Associate for Special Projects and Assistant Professor in Speech at Delgado College.

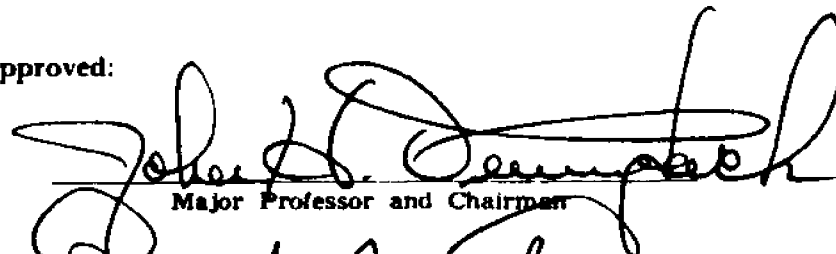

EXAMINATION AND THESIS REPORT

Candidate: Carol Stein Hopson


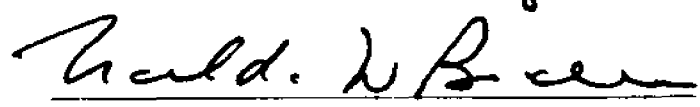
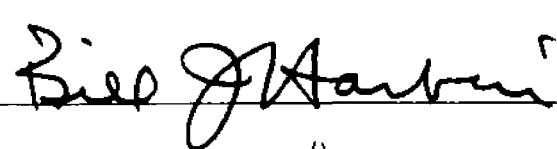

Major Field: Speech

Title of Thesis: An Examination of Correlations Between Acquisition of Basic Speech Competencies and Supervisory Level, Salary, Self-Perceived Job Performance and Self-Perceived Job Satisfaction in Employment

Approved:


Major Professor and Chairman

Dean of the Graduate School

EXAMINING COMMITTEE:

Date of Examination:

July 16, 1979